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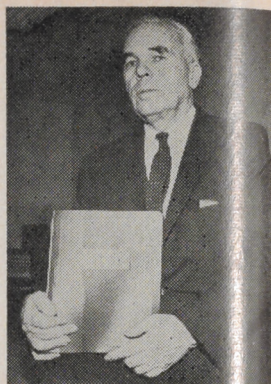
the **ATA** magazine  
DECEMBER, 1959



# THE MONTH'S COVER STORY

Senator Donald A. Cameron, chairman of the Royal Commission on Education in Alberta, holds the ponderous 510-page report which was presented early in November to the Alberta government.

— Alberta Government Photo



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## THE ATA MAGAZINE

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The ATA Magazine is the official organ of The Alberta Teachers' Association. It is published on the tenth of each month, except July and August. Publication and editorial office, Barnett House, 9929 - 103 Street, Edmonton, Alberta.

Authorized as second class mail by the Post Office Department, Ottawa. Return postage guaranteed. Subscriptions, per year: members \$1.50, others \$2 single copy 25c.

Member of the Educational Press of America. Affiliated with the Canadian Teachers' Federation. Manuscripts, photographs, and drawings on educational subjects are invited, but the publisher assumes no responsibility for return or compensation. Opinions of writers are not necessarily those of The Alberta Teachers' Association. All correspondence should be addressed to the editor.

Notice of change of address, stating both old and new addresses, should reach the editor at least one month before publication date.





December, 1959

# the **ATA** magazine

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# Take Time to Think

Early in November, the report of the Royal Commission on Education in Alberta was handed to the Government of the Province of Alberta. The majority report is a massive document of some 510 pages containing 280 recommendations and using over 200,000 words. To this bulk, one commissioner added a minority report of 175 pages. There can be little doubt that the Cameron Commission report will stand as the most comprehensive study of education made in this province.

We understand that initial distribution of the report to press, radio and television was extremely limited. Obviously, none of these media had the report long enough for more than a superficial study. This is regrettable, because so elaborate and extensive a study as that conducted by the Cameron Commission deserves consideration in depth before objective analysis of the whole report is possible.

We believe that The Alberta Teachers' Association is bound to give most careful study to a report which has been the product of so extensive an investigation and which is almost certain to have a significant effect on the development of public education in this province. The Association must be certain that its views are the product of a reasoned and dispassionate consideration of every aspect of the recommendations studied in relation to the whole report.

We have been more than a little dismayed to note what we think is rather unseemly haste on the part of some to shape opinion and attitude toward the report as a whole. It is our conviction that all media for the



communication of ideas must be extremely careful about the ways in which they attempt to form public opinion. Such media, obviously, have the responsibility of reporting news, but news can be reported and treated in such a way that it attempts to slant public opinion. It is, however, in the area of editorial interpretation of news and events that principle or lack of principle becomes evident. If, in expressing editorial opinion, a publication treats its audience as an unthinking public, is it not a propaganda instrument of a dangerous sort?

Someone has said that the mark of a clear mind is one which can separate opinion from fact. It has also been said that the mind that reasons has long been held to be the brightest jewel of the human race. The progress of civilization down through the ages has been directly proportional to the quality of thought man has been able to bring to bear on the problems which beset society. But for every force which moves towards progress, there is negative force which attempts to retard progress for whatever purpose there may be. Historically, emotional and unreasoned reaction has been the greatest enemy of change. Professional propagandists trade heavily on appeals to the emotions of people who are either uninformed or who are capable of being misinformed. They know that in the mind of the unthinking man emotion will win over the cold clear light of reason. A cult of such cynics holds that the great mass of people are simply too lazy or are unwilling to take time to think things out. For them people's minds are plastic blobs to be moulded as desired.

Every teacher should take the time to read and to study the report of the Royal Commission on Education as carefully as possible. Every teacher should urge those who are interested in education to do the same. It will be only after detailed consideration that intelligent views of the recommendations of the Cameron Commission will be possible.



# Alberta School Law

**T**HE purpose of this paper is to examine briefly those highlights of school law which may affect you in the practice of your profession. Such an examination must of necessity be a cursory one, and hence I propose initially to list the various sources from which school law springs and the manifold places where it may be found and subsequently to spend a few minutes touching upon the nature and peculiarities of each.

- *The School Act* of the Province of Alberta (Chapter 297, R.S.A. 1955)
- Ministerial regulations under *The School Act* (Section 444)
- Regulations made by the individual school board (Sections 179, 180, 374, etc.)
- *The Teaching Profession Act* of the Province of Alberta (Chapter 331, R.S.A. 1955)
  - (a) The Alberta Teachers' Association By-laws
  - (b) The Discipline By-laws
  - (c) The Code of Ethics
- *The Teachers' Retirement Fund Act* of the Province of Alberta (Chapter 330, R.S.A. 1955)
- *The Alberta Labour Act* (Chapter 167, R.S.A. 1955)
- Criminal Code of Canada
- The Common Law

## The School Act

By virtue of Section 93 of *The British North America Act*, the exclusive right

to legislate with respect to education is vested in the provinces. In the exercise of this power the Province of Alberta has enacted *The School Act* which settles in the broadest terms the manner in which the people of this province desire their school system to operate. The present Act is the result of a process of evolution, experiment, and experience dating back to the first enactment which was known as *The School Ordinance of the Northwest Territories*. Our present legislation is divided into some fifteen separate parts which deal with such matters as the establishment and constitution of school districts and divisions, their powers, duties, and responsibilities. Part XII of the Act is of peculiar interest to the members of your profession as it deals with teachers, their qualifications, engagement, termination of contract, payment, etc. Principals are specifically dealt with in Sections 368 to 374. I would commend to you the reading of the entire Act at least once early in your career and of Part XII at least once every year. I make this suggestion, not only for your own edification, but also to enable you to advise newly appointed members of your teaching staff on such matters as sick pay, rights of suspension of pupils, the closing of schools by reason of epidemics, etc.

## Ministerial regulations

The Minister of Education is empowered by the Act to make regulations in extension of the statutory provisions in order to facilitate the due administration of the school system in the province.



# and the Principal

This is the text of a lecture delivered by Mr. Owen, who is a member of the firm of Field, Hyndman, Field, Owen, Blakey & Bodner, solicitors for The Alberta Teachers' Association, to the 1959 Leadership Course for School Principals.

Regulations may also be made under *The Department of Education Act*, and between them they are intended to lay down the general administrative policy applicable to all schools in this province.

While regulations do exist, they have lost much of their force and effect and are not now considered as important as the regulations laid down by each individual school board.

## School board regulations

The Act does not permit but **requires** each school board to make regulations for the management of its schools. These regulations are intended to cover matters of internal housekeeping within each district, division, or county. Unfortunately the statutory requirement has been observed by only the larger or more progressive units. I apprehend it to be the duty of the school administrator to take active steps towards the promulgation of regulations in his district or division by requesting his board to do so if none exist. It may be a task worthy of consideration by the principals' association but it should at all events be under-

taken by someone, if only for the protection of the teachers on staff. Admittedly there are two schools of thought on the subject: it may be said that hard and fast rules and regulations will preclude the exercise of initiative and experimentation; on the other hand, however, there is certain comfort to be derived from the knowledge that somewhere there exists a book or a pamphlet stating with perfect certainty that a teacher may chastise a child guilty of extreme insubordination by keeping the child after school or by administering three taps with a ruler on the left hand or by beating him with an iron chain. In the absence of a regulation concerning corporal punishment approved by a school board (to take just one example), the teacher may run afoul not only of the law of the land but may also act contrary to the school board's policy on such matters, although such policy may in fact repose solely in the heads of the trustees, the superintendent, or the secretary-treasurer.

Moreover, I take the view that far from stereotyping matters of education,



a school board, by formulating intelligent regulations in consultation with its administrators, is thereby given the opportunity of expressing its own individual approach to the conduct of the schools within its jurisdiction.

### The Teaching Profession Act

This Act, which establishes your professional organization, makes it a self-governing body, and requires membership therein as a prerequisite to teaching in Alberta, is of great importance from your own professional point of view. The rights and powers conferred upon you by the Act put your profession substantially on a par with the medical, the dental, the accountants, and my own. The Act may be regarded as a mark of recognition of the confidence reposed in your teaching profession by the legislature and carries with it some fairly awesome responsibilities.

In so describing *The Teaching Profession Act* I take perhaps not unnaturally the view of the teachers. A contrary view might be expressed by those others who consider *The Teaching Profession Act* as nothing more or less than an instrument whereby school teachers are able to maintain a trade union with rigorous closed shop provisions and which, on the whole, works as a detriment to education. It is perfectly true that during the past years the provisions of *The Teaching Profession Act* coupled with those of *The Alberta Labour Act* have been invoked in large measure for purposes of improving the teachers' financial and social status through collective bargaining. There is in my view nothing incompatible whatever in the proposition that a profession whose members happen to be on the payroll of others, rather than self-employed, should assume some of the characteristics of organized employees' groups. The members of your profession, however, are fully aware of the fact that the ultimate purpose of your Association is to act in the same fashion as The Law Society of Alberta, The College of Physicians and Surgeons, The Chartered Accountants

Institute, namely, to advance the interests of education by maintaining high professional standards and to safeguard the integrity of the profession by a rigid control of the activities of its members.

#### ✓ Discipline by-laws

If a contractor uses inferior materials and his building falls down, he will be sued and he will pay a judgment, but he will continue to build houses as long as anyone is prepared to employ him. If a bank manager or a stock broker misappropriates his client's funds, he will be prosecuted and he will go to jail, but after he has served his term there is nothing to stop him from seeking again a position as a bank manager or a stock broker. Carpenters and bank managers and stock brokers are not professional men either by qualification or by affiliation. They are responsible for their misdeeds only to the person they have harmed in a civil case or to the state in a criminal episode. The teacher, on the other hand, who breaks his contract or who is guilty of a crime, is accountable not only under the law of the land to the injured party or to the Crown but also to a jury of his own peers, namely, the Discipline Committee. The discipline by-laws define your professional standards of honor and integrity and provide a machinery for maintaining and enforcing them. The committee investigates all charges of unprofessional conduct — not incompetence — and adjudges the accused guilty or not guilty. There is no comprehensive definition of unprofessional conduct, although examples of it are specified in the by-laws; such a definition would have to be predicated upon the proposition that every teacher enjoys a position of trust and

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This address is reprinted with the permission of Dr. J. H. M. Andrews, director of the 1959 Leadership Course for School Principals, from *The Alberta School Principal, 1959*, a collection of the course lectures and group reports.



responsibility in the community which his fellow teachers will not have imputed, and must therefore not be permitted to persist in conduct which may cast reflection upon the teaching profession as a whole.

Only the professions are entitled to police the morals and ethics of their own members; it is a privilege that should be highly prized and scrupulously exercised.

#### V The Code of Ethics

A professional code such as yours attempts to set out with some clarity and certainty those particular moral pitfalls into which you as teachers may stray; their breach will be deemed to be professional misconduct and conduct unbecoming a teacher and will result in the imposition of penalties or strictures provided by the discipline by-laws. The most serious of these of course is the expulsion from the Association with a recommendation that the Minister cancel the certificate. Either one will preclude the guilty teacher from practising his profession in this province. Lesser penalties are also provided for, such as a reprimand, a suspension for a certain term of the certificate, an assessment of costs, etc. The pronouncement that a teacher has been found guilty of unprofessional conduct alone is perhaps the most serious blemish on his record.

#### The Teachers' Retirement Fund Act

The Teachers' Retirement Fund Act is in a different category altogether from the statutes we have heretofore discussed. It is pension legislation and while at the moment it constitutes a drain rather than a boon upon a teacher's finances, it is nevertheless designed to give you a measure of security for the days when you are no longer able to practise your profession actively. The fund is administered by a board altogether separate from The Alberta Teachers' Association, although your Association has representatives upon that board. As principals and administrators, you should have a passing acquaintance at least with the more important provisions

of your pension regulations if only to be able to instruct the junior members on your staffs.

#### The Alberta Labour Act

I have already referred to this Act in connection with the teacher's right to collective bargaining, and some of you may have had experience in its application. *The Alberta Labour Act* sets out in specific terms the procedure to be followed by an employer and his employees in the matter of settling salaries. The employees are represented by a bargaining agent so certified by the Minister of Labour. The bargaining agent, however, enters the picture only in the event negotiations between the board and a committee of its own employees have failed to resolve the issues. Upon the arrival on the scene of the bargaining agent, further negotiations take place between him (normally a staff officer of the Association) and the school board and, if these talks fail, an application may be made for the appointment of a conciliation commissioner. The conciliation commissioner is a government employee who seeks by persuasion and entreaty to bring the two parties together. In the event he fails in his task, a conciliation board is convened consisting of a representative chosen by the teachers, a representative selected by the school board, and a chairman agreed upon by the two representatives so selected. Each party makes representations at a hearing or hearings arranged by the board, files briefs, leads evidence and, in the result, the conciliation board either manages to bring the parties to an amicable settlement or, failing that, hands down an award which the parties may either accept or reject.

#### The Criminal Code of Canada

The Code, as you know, is federal legislation and applies to all citizens across the country. Section 43 refers specifically to school teachers and their right to chastise children by the use of force. It is a saving provision in the

(Continued on Page 60)



**J**AWAHARLAL Nehru told news reporters last summer that a movement had been under way in the state of Bombay to make him a Hindu god. It was reportedly a purely religious movement, with no political implications. But Prime Minister Nehru, who professes no formal religion, rejected the proposal as he has similar ones in the past.

The movement is understandable when you consider that many Hindus believe any great man to be a divine incarnation worthy of worship—a belief which has resulted in many hundreds of gods. But this is only one aspect of the Hindu religion's pervasive influence. In India it is everywhere—in the elaborate temples dedicated to the profusion of gods, in the nearly-naked holy men and the ochre-robed sannyasins, monks who have renounced worldly goals, in the yogins sitting erect in corners or holding strained positions for the sake of their souls, in market men clinking prayer beads while bargaining about their produce, and in the cows wandering among the stalls eating the groceries. They are sacred animals and cannot be driven off.

There are other religions in India—Moslem, Christian and Parsee—but the vast majority of Indians are Hindus. The many varieties of their faith are based on, or related to, the Vedas, believed to be the oldest religious philosophy in existence. The Vedas are ancient scriptures, said to contain all knowledge.

"If a man loses his cow he looks for it in the Vedas," a genial Indian proverb says.

But what are the Vedas? How did they originate?

To answer the second question first. Long ago, from somewhere to the west of India there came a race of people—light-skinned, energetic, adventurous—sweeping across the mountains of the Hindu Kush and spreading over India. That subcontinent was already inhabited by a dark-skinned people. The invaders had no difficulty subduing them. The invaders, called the Aryans, were the same people known elsewhere as Greeks, Latins, Celts, Slavs, Teutons. Their lan-

## HENRY JAMES FORMAN and ROLAND GAMMON

Perhaps nothing is more important in today's world than understanding between nations. Here is a revealing discussion of Hinduism, the religion of millions of people in India. The writers are authors of *Truth is One*, published by Harper & Brothers.

guage, Sanskrit, is still studied by Indian high school and college students, much as our students study Latin. Sanskrit is related to the languages of all those ethnic groups.

The Aryans liked India and stopped there. Once they became stationary they developed folk tales, epics, hymns and prayers. Among these were the Vedas, which simply means knowledge; they came to mean sacred knowledge. There are four groups of Vedas. The Rig-Veda is a collection of religious poetry, hymns composed by generations of poets, seers, saints. They were not written down, however, until the eighth century



# What a Hindu Believes In

B.C. (The Aryans came to India at least 1,200 years before, and the Hindus believe it was thousands of years earlier. Exact dates are not available.) The Vedic hymns were in praise of a number of deities, such as Dyaush Pitar (the Greek Zeus Pater), Indra, the god of storms and war, Rudra, the god who hurled snowstorms from the Himalayas (he later became Shiva, the destroyer) and Varuna, the god of the arched sky and moral laws.

In addition to the Vedas, there were also the Upanishads, produced over a period of centuries. They form a highly important part of the Vedic religion or Vedanta, which means the end of the Vedas. Upanishad means sitting near to, or sitting at the feet of someone — the great teachers. There are 108 Upanishads. Ten of them are extremely important to Hindu religious philosophy, to all religious philosophy. They are meant to illustrate and lead to the conclusion that the true self of man and the world soul, the universal Atman, the Oversoul, are one. They are identical.

In you, in me, subjectively, it is the Atman. But objectively, it is the All, Brahman, the Absolute, the all-inclusive

One. In other words, what Vedanta teaches is that man is divine. Says one of the Upanishads:

This soul of mine within the heart is smaller than a grain of rice, or a mustard seed, or a grain of millet. This soul of mine within the heart is greater than the earth . . . greater than the sky, greater than the worlds . . . This soul of mine within the heart, this is Brahman.

The inner immortal self of each of us and the great cosmic Power are one and the same. Do we not know of another teaching that declares the Kingdom of Heaven to be within us? Dr. Sarvepalli Radhakrishnan, scholar, philosopher and vice-president of India, observes:

The Upanishads do not teach that life is a nightmare and the world a barren nothing. Rather is it pulsing and throbbing with the rhythm of the world harmony; the world is God's revelation of Himself.

If that is true, it follows that we human beings, all other beings, indeed all created things, are of Him and in Him. Could any creed be imbued with a loftier ideal? We sometimes forget that Christian scripture likewise declares, "in Him we live and move and have our being."

Vedanta teaches, briefly, that man's real nature is divine; that the aim of all human life is to realize that divine nature; and all religions are essentially, basically, in agreement.

Those are the essential truths of all the great religions. Man and divinity are



not alien to each other. They are one. That is what Vedanta teaches in a variety of ways, worked out through the ages. In face of a philosophy so lofty, the surface appearance of polytheism becomes simply a folk phenomenon, also evolved through the ages.

Hindus believe that beneath the phenomenal world of facts and things we know, there is an unchanging Reality. That Reality they call Brahman. Brahman is the One without a second, the cause of all, but Himself uncaused, briefly, the Absolute. Within us He is Atman — God immanent. Elsewhere He is Brahman — God transcendent.

Atman — sometimes called the Self with a capital S — offers a lasting, enduring strength, if we can but realize It or Him. But how shall we go about realizing It within ourselves, becoming greatly aware of It? Schools don't teach it, colleges don't teach it. Who does? The great religions of the world **do** teach it.

The spark, or the divine spark, within us is something virtually all the great religions inculcate. The spark must be fanned into a flame. That, according to all, is the chief end of man. Vedanta, Hinduism, teaches that there are immemorial ways of fanning that spark to a flame. As the Hindus would put it, the goal is to find Him. Where can a human being find Him? Says the scripture:

No eye can see Him, nor has He a face that can be seen, yet through meditation and through discipline, He can be found in the heart. He that finds Him enters immortal life.

To find Him, there is a variety of disciplines or yogas based mainly on concentration and meditation in which the Hindu, more than any other religious believer, has specialized. The meaning of yoga is union, that is, uniting our own consciousness with the divine. By many other names the same ideal is known to every great religion. The union takes place in our own hearts.

The Hindus believe in Avatars. So filled with God are some human beings that to all intents they are God — incarnations of God. They believe Christ was

such an incarnation. Buddha was another. Krishna was the great Hindu Avatar. Krishna was man and at the same time God. About God he said:

This divine Being, this sublime Friend is in each of us. God dwells within each man though few can find Him. This is the path to salvation.

Krishna's teaching, much of it, is to be found in a beautiful scripture which is also a world classic, the Bhagavad-Gita. Many persons who know little else about Hinduism know that great religious poem, which was translated into English by Sir Edwin Arnold as "The Song Celestial". The chief protagonists in the poem are Arjuna, a warrior, and Krishna, who has chosen to act as Arjuna's charioteer. The two are temporarily stationed in a no-man's land between two warring armies. Arjuna is fighting his kinsmen and has qualms about shedding their blood, or any blood. Krishna utters words of comfort and encouragement:

The wise grieve neither for the dead nor for the living. For never was I not nor thou, nor these princes of men; nor shall we ever cease to be in the time to come.

Our own Ralph Waldo Emerson fell in love with this teaching in some memorable lines:

If the red slayer think he slays,  
Or if the slain think he is slain,  
They know not well the subtle ways  
I keep, and pass, and turn again.

In other words, the soul, which alone really matters, cannot be destroyed. It is eternal. For Hinduism believes that the soul within us reincarnates over and over, until finally it is so purified that it is born no more. Krishna explains this to Arjuna:

As putting off worn-out garments, a man takes others new; so putting off worn-out bodies, the lord of the body enters others new . . . This lord of the body dwells ever immortal in the body of each. . . . therefore deign not to grieve even for all beings!

The essential part of all beings is indestructible.

Even as Arjuna, Krishna, too, has had many bodies. When goodness declines on earth, when evil increases, Krishna creates for himself a body so that he might come to earth.

*(Continued on Page 58)*



# The School Beside the Open Road

R. S. PARRY

In the present article, the last in a series of three, Mr. Parry, a Calgary teacher, applies to education the philosophical concepts developed in the preceding two, which were published in the March, 1958 and May, 1959 issues.

AFTER leaving the Philosopher, Smith had started out full of hope. He had wanted to find a philosophy for himself. From end to end of the valley he had trodden the pathways of the Open Road, his brow caressed by wind and rain. He had visited all the caves. He had met many people; had listened to discussions, theories and instructions. He had lain, resting and thinking, in the long, luscious grass, with the sun warming his body and the sound of the birds to soften each jagged question or disturbing analysis. He had tried; he had searched diligently—and always the words of the Philosopher had loomed like guideposts for his thoughts: Time, Space, Relativity, Cave, Open Road, Freedom, Freedom of Choice.

For how long had he journeyed? A few minutes? a day? two days? a week? several years? He did not know. He knew only that he was moving back to the point of his departure, carrying within himself a sense of failure and a vague uneasiness that this failure was the result of something lacking in his own abilities.

He saw the Philosopher, bent over and working. The table was still there, with

its pile of papers. So was the great vat of clay—and the Machine-Like Object, coming and going, bringing clay, disappearing, reappearing, helping the Philosopher.

Smith came up to the table and sat down on the ground.

"Your search was fruitless?" asked the Philosopher.

Smith noticed that the Philosopher did not look up. Smith wondered how the Philosopher knew to whom he was speaking, but the weariness in mind and body after all his wanderings and thinking, created a reluctance in Smith to pursue the matter. He did not want to think any more. He did not want to answer the question. However, there had been a slight note of kindness concealed in the Philosopher's words and this crept inside the mantle of fatigue that enshrouded Smith and made him say: "I looked everywhere throughout the length and breadth of your valley—hearing much, seeing much, but learning little of value for myself."

"Then, perhaps," said the Philosopher, "you lack a certain skill."

"Indeed," said Smith.

"Yes," said the Philosopher, "and it



is possible that I can help you to attain this skill."

"You?" asked Smith, feeling the covering of weariness thicken around him as he pondered that perhaps the Philosopher should have instructed him in this deficiency before the journey had started.

"Yes," said the Philosopher. "I."

Smith did not reply. His head drooped. His mind empty, his body relaxed, he rested. The Philosopher went on with his work. The rays of the sun warmed the valley, warmed Smith and the Philosopher, lengthened, made shadows, became red—many man-measured hours passed before Smith roused himself.

"Feel better?" asked the Philosopher.

Smith did not answer. He yawned and stretched. He did feel better. He felt well enough to feel resentful towards the Philosopher and all his works—this man who had been so enthusiastic about Progressivism before the collapse of the cave; this man who had sent him off on a journey lacking what the silly fellow considered to be a necessary skill; this man with his pile of paper plans on a rickety table and his ramshackle building in clay.

"Feel better?" asked the Philosopher once more, turning to look at him.

"Yes," said Smith.

"Then I can explain," said the Philosopher.

"Huh," said Smith.

"To gain this skill you must go back to school," said the Philosopher.

"Huh," said Smith again, remembering that he had been a successful student.

"Not the kind of school you have in mind," said the Philosopher. "One like this," he added, pointing to his handiwork.

Smith looked at the wretched structure.

"I build beside the Open Road," said the Philosopher, "so that all who choose may enter. Size is relative. You may look upon this as being one school, one educational system, or Education itself."

Smith was not listening. He had dis-

covered that the buildings changed in appearance as he changed his thoughts about them. In shape, size, texture, structure, from the ugly to the beautiful—however he imagined them, so they became.

"Notice, too," went on the Philosopher, "that I have built within life, within the valley, for Education can never be as large as life. No matter on how vast a scale you build, Education must always be an institution and therefore only a part of life. Education, Life, can never be synonymous concepts: the first will always be contained within the second. Neither can it be said that Education should be for Life, for living is such a vast complexity of wonder and excitement that to teach people how to live is too great a task for any institution."

The Philosopher stopped. He was sure Smith had not listened to a single word. "Besides," he continued, a more practical note creeping into his voice, "how can you possibly expect the older generation to teach the younger about living when life is all so different for each succeeding age group?"

Either the Philosopher's gaze or the words caught Smith's attention. "What will your school teach then?" he asked.

"Skills!" bellowed the Philosopher. "What else is there to teach? Skills, skills, and more skills. Is there any better reason for the existence of a school, a system of education, or—if you prefer the high-sounding phrase—Education itself?"

"No need to shout," said Smith.

"I'm not shouting," shouted the Philosopher. Then he bellowed still louder: "And the supreme skill . . . the fundamental skill . . . is the basis for all else. Through its use men may learn by themselves. It will breathe fire; it will breathe life into this . . . this . . ."—he was red in the face now and it wasn't because of the rays of the setting sun—" . . . this man-made institution . . . this wooden thing."

Smith realized that the Philosopher had gotten the last adjective wrong—it should have been "clay thing", of course.



Then he asked, expecting another explosion. "What is this skill?"

"In good time . . . all in good time," said the Philosopher, who, much to Smith's disappointment, had cooled quickly. "My educational system is simple," he went on, the tone of his voice steadily dropping to normal. "It operates on three precepts. First, attendance must be by choice. Second, organization must be flexible. Third, there is to be a core of subject-matter."

"What of the very young?" asked Smith. "It cannot be said that they will be old enough to choose."

"When the need is felt for learning they will come," answered the Philosopher. "The correct and proper time to learn is when desire is there."

"They will not come," persisted Smith. "Among the young, there are very few who like school."

"They do not like school," said the Philosopher, "because they are told when to attend. Compulsion served its purpose in pointing out to past generations the need for education; now it is invidious. The young sense that they live in an age when education is necessary and do not like to be told to go and get what they know they must have. Therefore, since each desires to be educated and since each feels the desire at a different age, let each one come when he is ready, be it at three years of age, or four, or seven, or fifteen, or twenty-one. It is wrong to make them all come to school at six; then to dismiss them at fifteen, eighteen, twenty-four, as we attempt to do from junior high, senior high, and university respectively. So also would it be wrong to deny a student the right to come back at any age; be he even as old as Methuselah when the desire shall be rekindled within him."

Smith was aware of the Machine-Like Object standing near by. Immediately, Smith noticed he could see through the walls of the Philosopher's handiwork. Smith was looking into a classroom. The students were limited in number. They ranged in age from the very young to a man with a long, white beard.

"The second precept," continued the Philosopher, "is that organization must be flexible. It must be made possible for any student to start at any level he may choose. Also it must be made easy to shift from level to level, from grade to grade, either to a higher or a lower."

"Who would want to shift to a lower grade?" asked Smith.

"Any student who, by his own assessment, found the work he was engaged in too difficult," answered the Philosopher.

"What!" said Smith. "You mean that each student must decide where he will begin to study, what he will study, when he will advance himself, and when move back?" He paused. "Incredible!" he added. The sun had set. It would soon be dark. Smith had thoughts of going home.

"Not so incredible," said the Philosopher. "Who can be the best judge but the student himself."

"Huh!" said Smith. How can the very young be expected to make such judgments?"

"Have we ever tried them?" asked the Philosopher. "I am sure most of them would surprise us were they to be given the chance. Some, of course, would start at too high a level; others, too low. In time, all would learn through the experience of success or non-success to begin again at a more suitable level. Guidance would help. Each student, however, would always be responsible for making his own decisions."

"Many will learn through the experience of non-success to get out and stay out," sneered Smith.

"We must acknowledge the possibility," said the Philosopher. "We must also acknowledge that those who leave and those who never come at all may have a wisdom denied to the rest of us. They are not lost to life just because they do not attend an institution. Education is not the only teacher."

There was a silence; then Smith asked the question: "How is success to be measured?"

"As has been suggested," answered the Philosopher, "by each for himself."



"But standards . . . ," questioned Smith, ". . . who sets the standards?"

"Standards," said the Philosopher, "like all else, are relative. Each must set his own."

"What you are really saying," said Smith, "is that there never will be any examinations in your school . . . nor any tests."

"That is so," said the Philosopher.

Smith laughed. He was unable to imagine an educational system without examinations. The Philosopher was silent. It was so dark they could barely see each other.

"You haven't yet said anything about the special skill," demanded Smith. "Nor of the core subjects," he added. "On those you have been silent."

"It is by means of the core subjects that the special skill is to be learned," said the Philosopher.

"Say on," said Smith.

"At the core of this school system," said the Philosopher, "is to be instruction in Language and Mathematics . . ."

"Those may be dismissed as the three R's," Smith interrupted.

". . . Music and Art," went on the Philosopher.

"Examine closely what you have said and it means nothing more nor less than the Seven Liberal Arts," said Smith. "Why that stuff's as old as . . . as old as the hills."

He finished with a rush and began laughing. Was this all the old man had to offer? After all that talk about the Open Road? Searching, choosing, finding your own philosophy. This the core of his school system? No new thing, no wonderful new conception, but the Seven Liberal Arts straight out of the middle ages, the dark, dark middle ages. Smith said no more. He just laughed and he kept on laughing as loud as he could for he suddenly knew that he wanted to hurt the Philosopher. He wanted to ridicule what the Philosopher had to say. It was now too dark to see the man, but Smith knew he was there, crouched in the darkness, somewhere, beside the

vat or near the table or close to what he was building. So Smith kept on laughing, and he got up and turned his footsteps downhill, towards home, and as he went he laughed louder and louder because he wanted the hurt to last.

But at one point he did stop laughing long enough to shout as loudly as he could: "What a traditionalist!", forgetting that the Philosopher might have made the same remark about Smith's attitude to examinations. The Philosopher heard the words. "Classificatory claptrap," he hissed to himself, waiting patiently for the sound of Smith's laughter to die out with distance.

It stopped at last and the valley was hushed. The Philosopher settled for the night, wishing that he had had a chance to tell Smith that, in addition to the core subjects, the system would make provision for all other possible subjects: all the sciences, every scientific study that could be thought of; all vocational subjects; physical education, sport; everything—but mathematics, language, music and art had to be the core for it was through those that all else could be understood.

But Smith was not there to listen. He was stumbling down the hillside, getting nearer to home, wishing he were already there. And just as it seems always to be darker before the dawn, so was the night at its darkest in the last hundred yards before the slope of the hillside levelled off to the plain. It was too dark for Smith to see . . . but he could hear. He heard his stumbling feet among the stones. He heard the rattle of pebbles dislodged in his progress. And he heard a voice. Was it perhaps the Machine-Like Object playing one last trick?

The voice said: "Do not mock the Philosopher. There is much good sense in what he says. Call the subjects what you will. Call them the three R's, the Seven Liberal Arts—it is not important. Do not make the mistake of thinking that to name those subjects in a special way, to classify them, settles the question

*(Continued on Page 61)*



Here is a critical look at what the author says is a typical way of changing or improving the school curriculum in Alberta. Dr. Worth tests the procedure followed by comparison with some of the basic principles of curriculum development stressed in recent professional literature.

## An Appraisal of Bulletin 2b

As an effort to improve science instruction in the elementary grades the provincial Department of Education recently prepared and issued *Bulletin 2b, Elementary School Science*. How effective as a procedure of curriculum development is the production of such a bulletin? The present article seeks to infer a partial answer to this question from a brief analysis of both the process of production and the contents of *Bulletin 2b* in terms of some of the basic principles of curriculum development stressed in the professional literature over the past three decades.

A point of view which has generally been accepted in the professional literature since the publication of Caswell and Campbell's book entitled *Curriculum Development* in 1935 is the definition of the curriculum in terms of pupil experiences under the guidance of the school. Subsequent writers have refined and extended this concept to embrace the whole of the interacting forces of the total environment provided for pupils by the school, and the pupils' experiences in that environment. This represents a marked departure from the concept of the curriculum as the written course

which underlay the course-of-study movement initiated by Bobbitt and Charters in the early 1920's.

Which of these concepts of curriculum find expression in *Bulletin 2b*? To some extent both do. Evidence of a tendency to regard the curriculum as the written course outline is to be found in the basic intent of the bulletin as described in its foreword. It is presented as a "course outline" and is intended to replace the elementary science program "which has been followed since 1947". As "the course" it "indicates in detail the science concepts to be taught at each grade level". The impression is created that here, in written form, is what teachers are to teach and children are to learn in science in the elementary classrooms of the province. If this is what is intended, then *Bulletin 2b* is evidently to be considered synonymous with the curriculum in science.

The experiential concept of curriculum is not totally overlooked in the bulletin, however. For on page 15, in connection with teacher self-evaluation, it is noted "that the curriculum depends on what happens when the teacher actually works with children in the classroom". Attesting to the influence of this concept of curriculum on the bulletin is the inclusion of many "suggestions" regarding the methods and materials which teachers might employ to teach "the course".

W. H. WORTH



A further clue about the basic curriculum orientation of *Bulletin 2b* is to be found in the way in which it purports to revise the curriculum. For what we think the curriculum is has a good deal to do with the way in which we go about revising or improving it. When the curriculum is regarded as the written course, revision of the curriculum consequently means revising the course outline, installing it in the schools, testing it in practice, and then revising it again. The development of *Bulletin 2b* closely parallels this procedure. A provincial committee "was established to evaluate the course". A revised "interim outline" was then prepared. This outline "was used in approximately one thousand classrooms" and then revised again. Finally, "the course outline" was issued to all of the teachers in the elementary schools of the province by the Department of Education. Presumably then, in the best Bobbitt-Charters tradition, the curriculum in science is changed and instruction improved.

As a consequence of its close identification with the course-of-study concept of curriculum, *Bulletin 2b* tends to reflect a view of curriculum change which almost became professionally obsolete with the publication of Alice Miel's significant work, *Changing the Curriculum: A Social Process* in 1946. For since then, writers in the curriculum field have all stressed the fact that curriculum change is a type of social change. As such it is a process of changing people, not merely a process of making changes on paper. It is emphasized that only by changing the people of the curriculum—teachers, administrators, pupils, and parents—can the school environment be altered and the experiences of pupils enriched. In the words of Alice Miel, curriculum improvement "is the result of interaction of a complex of factors, including the physical environment and the desires, beliefs, knowledge, attitudes, and skills of the persons served by and serving the school."

Thus there appears to be a disparity between the basic curriculum orientation

Dr. Worth was a member of the elementary science subcommittee which produced *Bulletin 2b*. He is also on the Elementary Curriculum Committee. Currently he is offering Education 580, a graduate course in curriculum development at the University of Alberta, Faculty of Education.

of *Bulletin 2b* and that which is expressed in the recent professional literature. If current theory is any criterion, this disparity may well serve to limit the effectiveness of the bulletin as a procedure for curriculum development in elementary science. For shortcomings in the operational realm often stem from inadequacies in the theoretical realm. And the process by which *Bulletin 2b* was produced is a case in point.

Although the bulletin acknowledges that "the teacher, more than any other factor, determines the quality and effectiveness of instruction", not a single classroom teacher served on the planning and production committee. As the professional literature points out, teachers seldom want or see the need for change, or understand and feel secure in change unless they are involved in planning the change. At the very least some teacher representation at the planning level thus appears imperative. For as the study reported by W. H. Nault in the April, 1955, issue of *Educational Leadership* shows, the greater the number of teachers involved in the preparation of a curriculum bulletin, the greater the probability that the bulletin will be used in classroom teaching. Hence a procedure of curriculum development like the production of *Bulletin 2b*, which tends to overlook the participation of teachers, often fails to bring about substantial instructional change or improvement.

There was of course some teacher participation in the development of *Bulletin 2b*. It is reported that some one thousand teachers made experimental use of the interim outline and were asked to contribute suggestions for its improvement. The Nault study referred to earlier



indicates that such participation is unlikely to influence positively eventual teacher use of the bulletin. The teachers may see themselves involved simply to rubber stamp the ideas of others and not as planners. Any equally negative reaction will develop if teachers who lack the respect of their colleagues are involved. While teacher participation at this stage of the bulletin's development may have been selective, the great similarity between the interim and final editions hints at some degree of sham involvement. If this were the case, then it is questionable whether even those teachers who did participate will make effective use of the bulletin, not to mention the many teachers who felt no involvement in the production process whatsoever.

A logical corollary of the principle of teacher involvement is that curriculum improvement must begin where teachers are and be built from the bottom up rather than from the top down. Obviously *Bulletin 2b* did not begin at the local level. It was planned and produced at the provincial level and then issued to teachers. Its focus is upon a central committee rather than the local classroom; upon change on a uniform front rather than on a broken front. The foreword of the bulletin does indicate, nonetheless, that it was intended that "this revision should concern itself with the information and guidance that teachers felt they needed to teach elementary science". Two rural school divisions were surveyed, and liaison established with existing elementary science committees in two urban centres, in an effort to identify the needs and concerns of teachers. It is conceivable, therefore, that the bulletin may begin where some teachers in the province are. But it cannot claim to take account of the individual differences among teachers to the same extent as a more locally-oriented procedure of curriculum development might have done.

It is also claimed that "this revision concerned itself with the developments which are taking place in this field

(elementary science)". But there is scant evidence that this was actually done. As the foreword makes clear, "there has been practically no change in scope (what we teach)" and "a very slight change in sequence (the order in which the items are taught)". The bulletin merely "indicates in more detail the science concepts to be taught at each grade level" and gives "more attention . . . to the method of developing these concepts".

Hence the elementary science program proposed in *Bulletin 2b* continues to reflect strongly the influence of the work done by Craig in 1927. Its content is largely based on the interests of children, the concepts assumed as necessary for understanding certain applications of science, and the ideas considered important in science in past years. Recent research studies in similar elementary science programs suggest that much of the content is self-evident, at least to bright children, and that many concepts could be introduced earlier than they now are. Also criticized have been the lack of attention to concepts fundamental to science today and the superficial and descriptive treatment accorded many topics. It appears that in most programs of this type, elementary school children are rarely encouraged to explore modern science concepts in depth and thereby discover the rational basis for a scientific discipline.

Maintenance of traditional content is not inherent in the procedure of curriculum development represented by *Bulletin 2b*. But it is apparent that this may occur. And the fact that it did occur, that is, there was little change in scope and sequence, cannot be overlooked when attempting to evaluate the probable effectiveness of *Bulletin 2b* as a means of improving instruction in science.

To the credit of the bulletin is its recognition of the fact that "the principal occupies a key position in improving the science instruction in the school", and the inclusion of some "action suggestions" in this regard. Also of interest



is its concern "that science may degenerate into a textbook course" and its caution to the teacher to "make sure that no one book is used as a text" as one way of guarding against this. These points of view find a certain amount of support in the recent literature on curriculum development.

This brief analysis does suggest, however, that the production of *Bulletin 2b* as a procedure of curriculum development in science is not in close harmony with current theory and existing research evidence. Obviously the degree to which this discord is significant depends a good deal upon the validity of the so-called principles of curriculum development used in this analysis. And even if these principles of curriculum development are valid for schools elsewhere, it does not necessarily follow that they are applicable to Alberta schools. For procedures of curriculum development, just like the curriculum itself, have strong

cultural roots and need to be adapted to social realities. As a result, such factors as the calibre and transiency of our present teaching force, the expectations and attitudes of teachers, administrators, and parents with regard to the leadership role of the Department of Education, and the mobility of our pupils also need to be taken into account when evaluating the probable effectiveness of *Bulletin 2b*. But if the bases of this appraisal have any validity or applicability, then it seems reasonable to hypothesize that there is a need to develop and utilize additional procedures of curriculum development, in order to effect more permanent and extensive change and improvement in elementary science instruction in Alberta schools. A test of this hypothesis appears imperative to ensure that our elementary schools lay an adequate foundation for the subsequent learning and use of scientific knowledge and skill.

## ***ATA Scholarships and Fellowship in Education***

### **Scholarships**

The Alberta Teachers' Association offers annually eleven \$500 scholarships in education.

Three of these scholarships are awarded to students who have completed their bachelor of education degree and are proceeding to post-graduate work in education.

Four scholarships are offered to students in the Faculty of Education who are proceeding from their third to the fourth year.

Four scholarships are offered to teachers with permanent certificates who have completed three years of the bachelor of education program and are proceeding to the fourth year of the program by intramural study.

Applications for these scholarships must be received by the general secretary at 9929 - 103 Street, Edmonton, by May 15. Forms are obtainable on request.

### **Fellowship**

The Alberta Teachers' Association Fellowship in Education of \$2400 is offered to residents of Alberta, who are members of the Association, and who are admitted to the School of Graduate Studies of the University of Alberta for intramural study at a regular winter session on a doctoral program in education. The deadline for applications, which must be filed with head office of the Association, is March 15. Application forms are obtainable from the general secretary upon request.

This is a new fellowship offered for the first time for the 1960-61 academic year. It was approved at the last Annual General Meeting. It is open to students who wish to do doctoral work in any one of the four divisions of the Faculty of Education. The fellowship is awarded for a year and can be allocated to the same person for a second year.



We liked this article, which we reprinted with permission from the October issue of *North Carolina Education*. It will help us to see ourselves more clearly — through the eyes of the non-academic student.

# The Voice of the Low IQ

EFFA A. PRESTON

**Y**EAH, I'm in the special class this term. Sure, I like it all right; we have lots of fun and the work's got some sense to it. I can do it.

Why did I get put there? Well, I ain't so sure. The report said I had a low IQ, but nobody noticed it till last spring when I couldn't get along in Miss Brown's class. She gave me the test and when I handed in my paper she looked at it and said, "Just what I thought. I knew he didn't belong in here."

It was something they call an Intelligence Test. It was awful funny. At first I thought it was a joke but it turned out it wasn't. You had to put crosses on pictures and circles around 'em and lines under 'em and through the middle of all of 'em. There was sentences to write YES or NO after; sentences like this: "A carpenter builds houses." I wrote NO because my old man's a carpenter and he ain't built a house in four years. He's workin' on the railroad track.

The boy that sat next to me put NO on every other sentence and then filled the rest up with YES. He got a swell mark. I read so slow that I only got four done before the time was up. I get so tired of bein' hurried up all the time.

"A Tree, a Fish, a Cake of Ice," — I look at this. It was so funny I tore out the page and kept it. See, three pictures — a tree, a fish, and a cake of ice. I'll read what it tells you to do: "John is ten years old and his sister Mary is eight. If John is not Mary's brother draw a line from the fish to the cake of ice. If Mary and John are twins write your middle name under the tree and if you have no middle name put zero there. If they are not twins print your last name on the tree. If Mary is younger than John write the Roman number eight in the upper left hand corner of the page but if John is older than Mary draw a cat in the lower right hand corner. If they both go to school write your full name at the bottom of the page." I'm never sure just how to spell my name so I didn't even try this one.

Miss Brown didn't like it because I always asked a lotta questions. She thought I was bein' fresh but I wasn't. There's a lotta things I want to know about. I never got mad when she asked me questions all the time. I answered 'em. I've got lots of answers — but they always seem to fit the wrong questions. Anyway, everything's changin' all the time so what's the use of learning a

*(Continued on Page 44)*



# Recommendations of the Royal Commission on Education

The 280 recommendations included in the report of the Royal Commission on Education are reported for ready reference. Readers are urged to study the recommendations in the context of the sections of the report in which they appear, so that the reasons for each recommendation and their interrelation can be understood.

## Accreditation of Schools

1. That a plan of accreditation be evolved whereby qualifying school systems will be accredited forthwith upon the establishment of their qualifications, such accreditation to be for an indefinite period but contingent upon the preservation of qualifications.
2. That the plan provide also for the accreditation of **individual** schools in systems other than those accredited as in Recommendation 1, above, for a definite period of one year.
3. That all factors, including the criteria listed above, which will determine eligibility for accreditation be developed fully and publicized in concrete form having the force of law.
4. That subject to these specific provisions, Recommendations 1-3 inclusive, the Department of Education have the power to grant or rescind accreditation.

of achievement over long-term periods of time.

6. That intensive study be afforded the length of examinations, and the appropriate use and balance of various types of questions which comprise departmental examinations.
7. That departmental examinations continue in all schools in Grade IX.
8. That departmental examinations be reinstated for all matriculation-program courses in Grades X and XI in all non-accredited schools and school systems; and that these examinations be made available for use at local discretion in accredited schools or school systems.
9. That the departmental examinations be maintained at the Grade XII level in all schools, and extended to all matriculation courses.
10. That **all** students leaving high school at any stage be required to write tests of computational and communicational skills, and that a satisfactory level of achievement be required and be sufficient as a partial basis upon which to grant a high school diploma.

## Departmental examinations

5. That ways and means be developed to control and stabilize standards



11. That such standardized tests be wholly and directly administered by the Department of Education for non-accredited schools and that they be distributed for local administration by accredited schools.
12. That accredited schools be given the power to recommend regarding the whole program of their pupils who qualify for high school diplomas, subject to Recommendations 10 and 11, above.
13. That each major school system—including cities, divisions and counties—secure the services of, or have ready access to, a trained and competent person in testing and measurement.
14. That a Bureau of Tests and Standards be created in the Department of Education to facilitate the development of standardized tests, to upgrade local testing programs, and to sample and maintain continuous records of achievement in crucial subject areas throughout the whole school system.

#### Curriculum authority

15. That the curriculum authority of the Department of Education be limited to matters of course objectives and content at the various grade levels.
16. That instruction in education methods be reserved for teacher education; and that the choice of methods (including organization for teaching) be a prerogative of teachers.
17. That curriculum guides be revised to provide a clear statement of the content basic to each course, and to specify a source of this content together with minimum materials, equipment and facilities (including library).
18. That authoritative publications such as curriculum guides be separate from those of a service nature—through which the Department may formally support non-authoritative views in many aspects of education.
19. That the general nature of the

curriculum be so conceived as to provide appropriate differentiation at all school levels.

20. That schools and systems designated as accredited be granted autonomy in matters of curriculum.
21. That one basic text (to be developed, if necessary) containing all **prescribed** content be authorized for each course.
22. That the basic text be either **authorized** (i.e., required), or **approved** (i.e., selected from one or more alternates, any of which meets equally well the requirements of the course).
23. That curriculum committees as a means of promoting more effective communication between the public and the Department of Education be further explored and developed.
24. That skilled working committees be representatively constituted of teachers, public education officials, and non-public education personnel who are specialists in the subject matter.
25. That realistic honoraria be paid to members of working committees.
26. That provision be made for relief from regular duties, leaves of absence and adequate clerical assistance for those requested to assist the Department in curriculum work.

#### Curriculum structure

27. That the scope of educational offerings at public expense in the public school system be broadened to include appropriate courses in many vocational areas.
28. That such programs be achieved through the promotion and development of community colleges.
29. That a minimum of ten years of education be held desirable for those pupils who by ability or disposition are not likely to proceed further.
30. That terminal programs of at least one year, and preferably two, be devised for pupils in the above category—who will leave school at



age 16 or at the end of Grade X, whichever comes sooner.

31. That all youth 21 years of age and under be entitled to twelve years of education at public expense in any program for which they may be eligible, in schools operated either by school boards or by the province.
32. That the compulsory core of the high-school curriculum consist of English language, literature, social studies and, at the Grade X level, a minimum of one hour per week in physical education and recreation; further, that every student enrol in one course in each of mathematics and science.
33. That in addition to the above, more intensive three-year programs be developed in accredited schools in all fields of study—including matriculation, fine arts, physical education, business education, and a variety of other programs leading to post-secondary study, or of a terminal or vocational or general nature.
34. That in Grades XI and XII at least one major area of each student's program be studied intensively (about 40 percent of the total time) so as to develop his fullest capacity in that area.
35. That all programs, and especially those designed to terminate prior to the end of Grade XII, emphasize appropriate computational and communicational skills.
36. That a minimum ratio of one teacher per grade govern the local establishment of high school services to be offered by instruction; and that in isolated areas, so defined according to objective criteria, such minor extensions of the program as may be required by the implied limit be effected by correspondence courses.
37. That the minimum instruction time be raised from the present 175 minutes to 225 minutes per week per five-credit course.

## Reading

38. That study and experiment directed toward the improvement of reading be continued.
39. That increasing attention be given to the preparation of teachers of reading; in particular, of specialties capable of providing diagnostic and remedial services on an individual-student, small group, and teacher consultant basis—and **at all grade levels.**
40. That in addition to the basic reading program a **literature** program be provided with minimum requirements of time and content, together with those of teacher responsibility in organizing, adapting, and supplementing the program.

## Literature

41. That curriculum guides for literature distinguish clearly between the aims of literature specifically, and the contributions of literature to general education.
42. That an intensified and specialized literature course similar to Literature 21 be created and made available as an option for each senior high-school grade.
43. That libraries be developed so as to serve the particular needs of literature programs, including books correlated with texts as to author and literary type, a wide variety of both classic and contemporary literature, several copies of selected titles, and a broad range of ability levels.
44. That the potentialities of pictures, films, tapes, filmstrips, records, radio, and television be developed in the field of literature, and that more adequate libraries of these materials be established.

## English language

45. That specific statements of basic content and skills for each main school level (Division I, Division II, the junior high school, and the





—Alberta Government Photo

*Members of the Cameron Commission present for the signing of the majority report: Left to right—(seated) Mrs. Ivy Taylor, Senator Donald Cameron, Mrs. Wilma Hansen; (standing) Dr. Gordon L. Mowat, John S. Cormack, and Norman W. Douglas.*

senior high school) be detailed concisely in the curriculum guides.

46. That "new" content of major significance be clearly indicated for each level.
47. That at given grades and levels fewer topics be covered more intensively than heretofore, and that research be undertaken in grade placement.
48. That a sequence of texts be authorized to satisfy the requirements of Recommendations 45-47, and to permit adaptation for individual differences.

49. That the use of workbooks be re-examined with particular reference to their effect on the art of written composition.
50. That appropriate drill procedures be restored as a means of securing facility in the language skills.
51. That appropriate achievement and diagnostic tests with accompanying norms be made available throughout the grades and particularly at the end of each main school level.
52. That classes be held at a reasonable size so as to give the teacher a realistic work-load.



53. That the province exercise leadership in matters of acceleration, retardation, enrichment, promotions, etc., so as to assist teachers in meeting the problem of individual differences.
54. That careful scrutiny of student handwriting, in terms of legibility and neatness, be regarded as part of the normal teaching assignment in every subject and at every grade.
55. That alertness to spelling be developed in all subject areas and at all grade levels—especially in the elementary school.

### Social studies

56. That within the provisions of the present program, and without losing any of its desirable qualities, greater emphasis be placed on the acquisition of precise factual knowledge—such knowledge to be set forth in the curriculum guides and prescribed as a basic core for all students.
57. That in order to avoid year-to-year repetition and superficial treatment of content, the ordering of subject matter be more sequential and less cyclical.
58. That there be ample provision—through reviews, exercises, etc.—for mastery of course content.
59. That the Department of Education exercise leadership in the development of a testing program concerned with facts as well as with generalizations and attitudes.
60. That courses in language and in social studies be separately prescribed.
61. That the Department of Education consider the means of introducing appropriate materials dealing with the role of Afro-Asian countries in world affairs.

### Mathematics

62. That the question of introducing modern mathematics into the public school curriculum, on a gradual

and experimental basis, be the subject of special study.

63. That general facility in arithmetical skills be re-emphasized with particular regard for accuracy and automatic response.
64. That accredited schools and school systems explore fully suitable differentiation of mathematics courses in the junior high schools.
65. That extreme emphasis upon "social applications" be reduced to a treatment of applications that is consistent with due understanding of the mathematical concepts involved.
66. That models and other aids to the teaching of mathematics be used more extensively in classrooms.
67. That efforts be made to develop the mathematics laboratory in schools of adequate enrolment.
68. That an aggressive in-service education program be undertaken to upgrade poorly prepared mathematics teachers, and to keep well-prepared teachers abreast of developments in the field.

### Science

69. That at least one survey-type course, comprised of content drawn from the physical sciences, be provided as a non-matriculation elective in high-school science.
70. That two sequent years of biology as a science pattern for matriculation students be available as an alternate matriculation science route.
71. That at least one biology elective be retained in the early grades of the high school.

### Other languages

72. That the present two-year sequence of courses in French, Latin and German be abandoned, and that in its place a three-year sequence be provided for matriculation (but see Recommendations 91-95 inclusive).

### Health, personal development

73. That matters relating to **school organization and administration**, stu-



dent activities and orientation be removed from their present mandatory and formal course status.

74. That **study habits** be removed from Unit 1 and be treated by pre-service and in-service education of principals, guidance personnel and teachers.

75. That a committee including a majority of medical practitioners and health authorities review present health content at all grade levels to judge its accuracy and value.

76. That for each grade level of the elementary school, curriculum guides suggest desirable health habits, offer accurate resource information and make explicit the responsibility of the teachers.

77. That in the same manner as recommended for elementary education the adequacy and accuracy of health content in the secondary school curriculum be studied.

78. That overlapping and repetition be removed from content of Grades VII-X inclusive, and the resultant offered in Grades VII and VIII.

79. That in grades above the eighth, curriculum guides relate appropriate aspects of physical education, science and other courses to health and make explicit the teacher's responsibilities.

80. That the Department of Education assist schools, through separate publications and by other means, in the development of effective programs of information regarding occupations, vocations and professions.

81. That Units 5 and 6 be removed from their present course status.

82. That superintendents, principals and qualified guidance personnel, shall use their discretion concerning formal instruction in the content of Units 5 and 6.

83. That the minimum qualifications for anyone engaging in individual counselling or group guidance activities in Alberta schools be the

Junior Certificate in Guidance, or its equivalent.

### Physical education

84. That all schools include indoor and outdoor facilities at least to the extent of the minima set forth in the curriculum guide; and that, where possible, these minima be exceeded.

85. That elementary school pupils be provided with a continuous instruction period of 20 minutes per day, or three half-hour periods per week.

86. That junior high school pupils be provided with three regular instruction periods (35 minutes) weekly.

87. That 60 non-credit minutes per week of physical fitness and recreational activities be a minimum for all students.

88. That a sequence of five-credit specialized courses (one for each of Grades X, XI and XII) be available as electives.

### Junior high school electives

89. That the three-year junior high school program of each pupil include a **minimum of three** exploratory subjects, including at least (a) one course from the fields of art, music and dramatics, (b) one course from the fields of economics and industrial arts, and (c) one course from fields other than those designated in (a) and (b).

90. That throughout Grades VII-IX, inclusive, a student should not elect more than two courses in any one of the subject groups (a), (b), as designated in Recommendation 89.

### Modern languages

91. That in all schools in which the board by resolution decides to offer a primary course in one or more languages which represent mother tongues in the community, the provisions and status now accorded French be extended to these other languages.

92. That in Grades III-VI inclusive, in-



struction in a second language, including French, as a subject of study and not as a language of instruction, be reduced to one-half hour per day.

93. That in Grades VII-XII inclusive, all non-accredited schools be limited to instruction in those language courses prescribed by the Department of Education.
94. That in Grades VII-XII inclusive, in accredited schools, instruction in any modern language, including French, be permitted at local discretion, at public expense, and with a view to both bilingualism and future academic study.
95. That a special committee including language specialists, teachers and education officials, be established to review and guide efforts of accredited schools, to study and suggest the best instructional procedures and equipment, and to maintain an aggressive effort in general to foster the study of modern languages.

#### Driver education

96. That school boards and the Department of Education, in cooperation with the AMA, the Provincial Safety Council, automobile dealers and manufacturers and other appropriate groups, study the desirable nature and means of affiliating driver education as an extracurricular feature of the public school curriculum.
97. That an early meeting of trustee, teacher, home and school groups be convened by the Department of Education to consider in detail the proper relationship of school officials and personnel to a driver-education program.
98. That the meeting convened as in Recommendation 97, above, forward to the Minister of Highways notice of its intention to cooperate at such time as he convenes a driver education committee to take

the initiative in organizing the kind of program here envisaged.

99. That, immediately, suitable sections of curriculum guides, appropriate literature, films and film-strips be provided to give driver education greater emphasis as part of the safety-education program now in the curriculum.

#### Vocational education

100. That suitable steps be taken by all schools to secure parents' understanding and concurrence in their children's registrations — over the parents' signatures if necessary.
101. That the requirements of general education be reviewed with a view to devising clear distinction between general education courses and vocational courses.
102. That present electives of near-vocational nature and intent be reviewed, if necessary, so that they may become acceptable to business and the trades.
103. That offering of such electives (Recommendation 102) be restricted to the community colleges in rural areas and to city systems.

#### Business education

104. That business education be maintained and further developed in the public school curriculum.
105. That clear distinction be drawn between the election and pursuit of courses related to business education and the successful completion of an adequate business education program.
106. That schools and employers act in a cooperative manner to emphasize to students the necessity of completing a desirable program before seeking employment.
107. That suitable prerequisite requirements be established in regard to achievement immediately basic to first business education courses.
108. That more vigorous liaison be established between business and schools with regard to levels of ability,



courses and levels of achievement required for various aspects of business education.

### Agricultural education

109. That the present elective courses in agriculture at the Grade IX and X levels be modified or replaced by one or two courses which stress the nature and importance of agriculture in our economy.
110. That Grade XI and XII courses in agriculture be strictly limited as at present, and that their discontinuation be considered in order to facilitate development of more effective programs.
111. That occupational courses be designed to include a program of terminal education at the Grade X level.

### Vocational agriculture

112. That vocational courses be designed to constitute three-year programs at the Grade X - XII levels.
113. That two-year specialty programs be designed for graduates of vocational programs and such other adult students as may be qualified to enter.
114. That vocational programs be credited towards the high school diploma.
115. That vocational education, Grades X - XII inclusive, constitute up to approximately 50 percent of the high school diploma program, the balance to consist largely of suitable courses in English language, social studies, literature, physical education, together with mathematics and science, of a nature and level appropriate to the vocation.
116. That the present schools of agriculture be transformed into community colleges, offering a program of vocational education beyond agricultural education only.
117. That on the acceptance of Recommendation 116, above, the government through the Departments of Education and Agriculture take the necessary steps to integrate the

present agricultural schools into the community college program.

118. That in the event that the local school divisions are unable or unwilling to operate any school of agriculture as a community college the Department of Education should arrange to do so.
119. With special reference to the Peace River region and the School of Agriculture at Fairview, the location should be determined on the basis of Recommendation 123.

### Community colleges

120. That the present highly centralized system of vocational and trade programs be decentralized and re-established in regional centres to be known as community colleges.
121. That a suitable interdepartmental body be established to coordinate the respective educational programs of the departments involved.
122. That the Department of Education be designated to act as the sole governmental administrative agency dealing with the expanded public school system.
123. That the Alberta Planning Commission or a committee established by the government be asked to study pertinent factors and to create a master plan of regions in each of which, at local option, a community college may be established at recommended locations.
124. That legislation relating to the administration of community colleges provide for their control by regionally elected boards.
125. That legislation concerning community colleges provide for a Regional Advisory Committee upon which shall sit competent representatives of the various vocations and trades related to college programs.
126. That community college courses be integrated with the high school program and lead towards the high school diploma.
127. That the inauguration of a com-



munity college program be contingent upon devising a master plan for its integration with programs offered elsewhere in the region.

128. That the province finance all buildings and capital items of equipment and maintain the buildings in good repair.

### Adult education

129. That the Banff School of Fine Arts and Centre for Continuing Education be developed as an initial leadership training centre for adult education in Alberta.
130. That an Office of Adult Education be established in the Department of Education to coordinate government efforts and programs, to generally encourage and assist the widespread growth of adult education programs, and to consider the proper incentives required to foster its development.

### Entrance standards

131. That all entrants to the Faculty of Education possess complete Alberta matriculation or its equivalent, including the academic mathematics and science courses through the Grade XI level.
132. That there be continued flexibility in the details of matriculation (the present B.Ed. requirements, for example, permitting some choice among high school courses).
133. That proficiency in both oral and written English be stressed in teacher selection and in teacher education.
134. That serious study be given to the possibility of including non-academic factors (such as character, personality, health) in the process of selection.
135. That studies of the relationship between high school achievement and university success (such as the Alberta Matriculation Study) be continued and intensified.
136. That major authority and responsibility for selection and screening

be vested in the Faculty of Education. It is further recommended:

- (a) that field personnel and interview teams from the Faculty operate to increase the effectiveness of selection,
  - (b) that selection and screening continue throughout the candidate's course at the university,
  - (c) that notwithstanding anything said heretofore, criteria and procedures be evolved appropriate to all the foregoing, and that these criteria and procedures be public information.
137. That working conditions be so improved that the benefits of professional preparation can be fully realized: for example,
- (a) a lower pupil-teacher ratio, and a reasonable teaching load,
  - (b) non-professional assistance for routine duties,
  - (c) more clerical and stenographic help,
  - (d) non-professional supervision of cafeterias, study halls, etc.
138. That a suitable public relations program be developed in order to:
- (a) create public awareness of the importance of education,
  - (b) develop public understanding of educational problems,
  - (c) convey to potential recruits the opportunities and rewards in teaching.
139. That in order to achieve the improvements visualized within our educational system, all teachers — regardless of the grade level at which they will teach — be prepared for their vocation by means of the fourfold program outlined above.

### Teacher education

140. (a) That the minimum requirement for all teachers be four years of university work, including a degree;
- (b) that during the first two years but not within the university term the candidate must com-



- plete three months of practice teaching;
- (c) that on the completion of two years of training the candidate **may** serve an internship of one year, after which he will return to continue his university course, in which regard at least one full academic year intramurally must be required;
  - (d) that a prescribed program of supervision and guidance be organized by the Faculty of Education, Department of Education, teachers' and trustees' associations with regard to interns and all teachers entering service for the first time;
  - (e) that during the year of internship candidates be placed on salary at the lowest level of the current salary scale.
141. That continuing education be encouraged by such means as the following: leave of absence, with pay, for study or travel; provision of refresher courses; provision of research facilities; development of education clinics; development of professional and public libraries.
  142. That in-service education for teachers be encouraged, provided, and expanded along the lines suggested in this section.
  143. That such programs be operated locally within each school system.
  144. That responsibility for planning and organizing such programs lie jointly with the administration and the teaching staff.
  145. That regular salary during such programs, together with incidental expenses, continue to be paid by the administration.
  146. That the B.Ed. degree or its equivalent be the requirement for permanent certification of elementary and secondary school teachers.
  147. That the Department of Education develop a transition plan whereby Recommendation 146 may be implemented. It is further recommended:
    - (a) that all elementary teachers **entering regular\* service** during the period 1963-67 inclusive be required to have a minimum of two years of education toward the B.Ed. degree, and all secondary teachers be required to have a minimum of three years;
    - (b) that all elementary teachers **entering regular\* service** during the period 1968-70 inclusive be required to have a minimum of three years of education toward the B.Ed. degree, and all secondary teachers be required to hold the B.Ed. degree;
    - (c) that all elementary teachers **entering regular\* service** in 1971 and thereafter be required to hold the B.Ed. degree.
  148. That teachers commencing service under the transition plan, Recommendation 147, be awarded **provisional certificates** valid for a period of three years, and subject to revalidation for successive periods of three years upon receipt of evidence that the holders have made further progress toward the B.Ed. degree.
  149. That a **stage** of preparation be noted on all current and future certificates, and that the placement of teachers on salary schedules be determined by **completed stages**.
  150. That a Central Registry of Teachers be organized under appropriate jurisdiction — the Department of Education, the University, or both — the prime functions of which will be to maintain records of every aspect of the composition of the teacher force.
  151. That out-of-province teachers who already hold permanent certification at the level of the new requirements receive an interim certificate in Alberta, this certificate to be made permanent when performance is judged satisfactory.

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\*This does not refer to internship.



152. That other out-of-province teachers be subject to the new requirements as recommended.
153. That an evaluation of the individual's competence in **content** be made, and appropriate credit assigned, by the Faculty of Education.
154. That an evaluation of the individual's competence in other aspects of teacher preparation (presumably in terms of the fourfold approach), together with an assessment of additional qualifications needed for certification, be made by a committee on special certificates consisting of three members of the Faculty of Education, the Registrar of the University, and a competent teacher in the appropriate field of specialization.
155. That The Alberta Teachers' Association have and accept the responsibility of jurisdiction over the competence and ethics of its membership so that its corporate actions are seen as professional.
156. That The Alberta Teachers' Association be recognized as having the responsibility of making careful recommendations to appropriate bodies regarding all aspects of education, and that such recommendations receive equally careful consideration.

#### Teachers' salaries

157. That teachers without permanent certification be limited to three experience increments.
  158. That with the exception of Recommendations 159 and 160 all teachers be limited to six years of automatic experience increments.
  159. That school boards be permitted to extend experience increments beyond six years for an additional four years in the case of individual teachers judged to be superior.
  160. That a Master Teacher group, including from one to five per cent of the teaching force and with salaries at least \$2000 higher than that of other teachers, be established on a provincial basis.
161. That a transition plan be developed so that teachers will be transferred to an appropriate category in the new plan (Recommendations 157-160 inclusive), no teacher being reduced in salary as a result.
  162. That all teachers who do not achieve permanent certification or improve their qualifications, as the case may be, within the time allowed for these purposes, thereafter have no security of tenure until they have done so.
  163. That teachers be called upon to assist in the development of criteria for rating, of a standard rating form, and of the composition of the rating team.
  164. That a review board consisting of a high official of the Department of Education (the Deputy Minister or his representative), a representative of The Alberta Teachers' Association, and a representative of the Alberta School Trustees' Association, be established to review ratings which have been found unsatisfactory or are otherwise in question.
  165. That the teacher in all cases have the right of appeal through the Minister to a board of reference set up by the Lieutenant-Governor in Council under Section 351 of the present School Act.
  166. That in view of the teacher shortage and of the valuable service that can be contributed by many teachers over age 65, the restriction on the receipt of pension by such teachers while teaching in Alberta public schools be removed.
  167. That pensions and other benefits be reviewed and improved in both provisions and practices.

#### Teacher education aid

168. That a comprehensive system of scholarships, loans and grants for teacher education be carefully



planned and instituted at the provincial level.

169. That bursaries be sponsored locally, but assisted provincially, as a means of meeting the teacher shortage.
170. That any breach of contract associated with bursaries be met with a penalty more severe than the mere repayment of the bursary.
171. That the recipients of bursaries be subject to the same requirements for admission to teacher education as apply generally.
172. That within the total grants structure a system of special equalization grants towards instructional costs be adopted to safeguard the abilities of school boards to pay adequate salaries.

#### Rural teacherages

173. That in providing teacherages in rural areas, *National Housing Act* provisions should be thoroughly explored by local boards.
174. That the rental of houses to teachers should be on a business basis, with no implication of "charity".

#### Superintendents

175. That legal provision be made whereby divisions and counties may appoint their own superintendent in lieu of a provincially-employed superintendent.
176. That the province specify in law such functions of the locally-appointed superintendent as will safeguard immediate provincial interests in education.
177. That qualifications with force of law be established to govern eligibility for appointments of all superintendents in Alberta.
178. That direct and indirect benefits now common to the superintendents' and teachers' groups in Alberta be suitably preserved (pension, tenure, etc.).
179. That an avowed transition plan be devised to effect the transfer from

provincially-appointed superintendents to locally-employed superintendents in divisions and counties.

#### Special services

180. That the province enter the service field of supervision through the provision of highly qualified and specialized regional consultants.
181. That the development of a regional system of special services be co-ordinated with the plan of transfer away from provincially-appointed generalists, and include, as required, more training or retraining of present field personnel.
182. That the immediate nucleus of each regional office include high school inspectors, specialist personnel in reading, English language, guidance; and superintendents required to inspect rural and small urban schools which are independent of divisions and counties.
183. That the Department of Education pay grants to local authorities who employ superintendents, according to a true equalization principle, or failing this, in amounts which would be equal to the salary paid the superintendent if he were provincially employed.

#### Principals

184. That desirable qualifications be established with regard to the principalship in Alberta.
185. That job specifications as indicated in this report be included in *The School Act* to clarify and give status to the full scope of the principal's duties.
186. That the Department of Education, with other parties concerned, intensify efforts to gauge the needs for professional assistant personnel in local school systems.
187. That as a service to local systems, the Department of Education sponsor continued study of the optimum assistant and special staff required



to operate effectively schools of varying sizes.

## Guidance

188. That a thorough study of the extent, nature, and quality of the present guidance services in the province be made.
189. That since specialized skills are required to perform the guidance function adequately, these services be withheld until suitable personnel are available.
190. That, at all levels, persons assigned to counselling services be rigidly selected as to personality, preparation and interest.
191. That as soon as qualified personnel are available, all school systems, rural and urban, initiate or extend guidance and counselling services to meet their needs.
192. That a plan be sponsored immediately by the Department of Education, trustees, teachers and the University, whereby the supply of qualified guidance personnel may be increased to meet present needs.
193. That guidance and counselling personnel be selected from qualified teachers with appropriate experience.
194. That financial assistance be available for selected teachers wishing to enrol in special courses for the purpose of engaging in various phases of guidance and counselling work.
195. That the requirements for a junior certificate in guidance be reviewed and revised.
196. That courses towards both the junior and senior certificate be offered as a special program and at the graduate level only.

## School textbook supply

197. That school boards throughout Alberta as a whole develop more effective methods and fix responsibility for securing an early ap-

praisal of next year's book requirements.

198. That the School Book Branch emphasize to school boards that it cannot accept responsibility for immediate delivery unless orders are placed prior to a specified date.

## Health services

199. That a survey of school-health services be conducted to ascertain the effectiveness of present operations.
200. That further study be given to the fullest form of school-health co-operation, with a view to exercising leadership and developing an effective province-wide health service.
201. That the needs for increasing Department of Health and municipal health services be appraised, and that steps be taken to overcome inadequacies.
202. That at each school of sufficient enrolment, or at some other generally accessible location in the school system, or both, appropriate facilities be provided for the conduct of health services in their initial stages.
203. That schools or school systems be enabled to employ or have ready access to educational personnel knowledgeable in and responsible for the conduct of the schools' proper function re health services and first aid.
204. That an appraisal be made and suitable action be taken regarding the needs for and the plan of health service training of teachers through the Faculty of Education and in-service education projects.
205. That the examination of all children upon entry to Grade I be required, and that thereafter periodic examinations be conducted throughout the school.
206. That guidance clinics, adequately staffed to provide both diagnosis and treatment, be established to serve all rural and urban areas in Alberta.



## Student aid

207. That the government take the initiative in having established a provincial coordinating office to publicize financial aid, to receive applications and redistribute them, to offer administrative assistance to donors, to assist in selection, to maintain records, and to offer such advice and information to donors of financial aid as may increase the effectiveness of the whole provincial aid program.
208. That wherever provincial grants, resources, or advice is provided in support of community educational, recreational and cultural services, this assistance should insofar as practical and as a matter of policy be channeled through a local board representing school and municipal authorities. (The county council is in an admirable position to discharge this community function.)
209. That school and municipal authorities seek the cooperation of district community organizations, church groups and athletic groups, in co-ordinating and planning the use of their resources in such a way that school facilities become the nucleus of a community centre establishment in the school district.
210. That wherever possible the school resources of buildings and equipment be provided for community activities in the fields of adult education, social purposes and recreation; and that adequate policies with respect to financing, supervision and maintenance of these facilities be worked out by school boards.

## Handicapped students

211. That the provincial government assume responsibility for administration and finances relating to education of the handicapped.
212. That the Department of Education assume special responsibility for arranging services to handicapped

children in sparsely populated rural areas.

213. That a committee including educationists, other appropriate specialists and lay members be established to inquire into the incidence of handicap, the adequacy of the present program, the future requirements of facilities, personnel and finances; and to recommend a suitable program for introduction in Alberta.

## Gifted students

214. That the cause of dropouts among gifted students be studied more intensively than in the past and that remedies be sought to reduce them.
215. That school boards establish a policy with regard to identification and treatment of the gifted.
216. That provision be made in all divisions, counties, cities, for adequate testing and interpretation of tests.
217. That accredited schools proceed to develop programs for the gifted.
218. That the Department of Education exercise more fully a service function in education for the gifted by such means as providing a clearing house for information, extending radio and television services, and assisting in program development.
219. That in the event that the local school system is incapable of providing an adequate program, gifted children be subsidized to attend school where suitable programs are being offered.
220. That boards governing accredited schools be empowered to modify regulations which restrict programs for the gifted, subject to notifying the Department of Education.

## Facilities and equipment

221. That some means be devised whereby essential non-instructional facilities be recognized for purposes of grants.
222. That the province establish a School Buildings Advisory Committee, to include architects, engineers and



other suitable specialists, for the purpose of planning an evaluation of school buildings.

223. That the terminal objective of such a plan be to publish information to guide school boards.

### School buses

224. That norms be established for the travel time of students on school buses, and that school boards be urged to heed these norms through more careful consideration of equipment needed to perform service with designated time limits.

### Residences

225. That the Department afford special study to the place of pupil residences in the public school system.
226. That grants and services re school buildings be extended to include school residences.
227. That a plan be developed and held in readiness whereby the Department will sponsor the training of selected personnel to operate school residences.

### Libraries

228. That a basic list of library books be devised to include all types desirable in a school.
229. That minimal and compulsory book quotas be established for schools of various enrolments.
230. That the system of school grants be modified to provide incentive for the establishment and development of school libraries and the employment of professional librarians.
231. That criteria be established to indicate need for librarians in schools or in school systems.
232. That both library renewal and maintenance grants be provided by the province.
233. That all teachers receive instruction in techniques of using the library in their teacher education program.
234. That the government investigate the advisability of asking the Uni-

versity to introduce library science courses for the training of teacher-librarians.

235. That the Department of Education provide specialist library supervision and advice for the public schools.
236. That coordination of all library services within the province be effected under the Department of Education.
237. That a study be made of the values to be derived from a provincial library servicing centre.
238. That the possibilities of making the school library accessible and of service to the general community be explored.

### Audio-visual aids

239. That the Department of Education sponsor the development of a pool of persons competent in audio-visual aids to assist in the in-service education of teachers.
240. That emphasis upon audio-visual aids in the in-service education of teachers be increased.
241. That as part of the pre-service or undergraduate education of teachers, the Faculty of Education study the merits of offering an intense short course designed as an introduction to the proper use of audio-visual aids.
242. That school boards be encouraged to build up their own basic audio-visual aids libraries.
243. That the Audio-Visual Aids Branch re-examine the nature of its services on the assumption that school boards will be responsible for the basic local audio-visual aids libraries.

### Television

244. That study and development of educational television be maintained to determine the full possibilities of this medium as a teacher-learning aid in the public schools.
245. That the province make funds available for expansion of programs



and experimentation in educational television at all school levels.

- 246. That study be commenced regarding the design of facilities best suited to the educational use of television.
- 247. That the Faculty of Education consider the requirements of initial training and in-service preparation of teachers for the use of this teaching aid.
- 248. That the provincial government initiate action to reserve sufficient channels for telecasting educational programs.
- 249. That in the meantime arrangements be made for the development and the broadcasting of educational programs by existing stations.

#### Improvement of textbooks

- 250. That with regard to basic texts, the Department of Education be provided with an annual budget to be used to upgrade the quality of these texts.
- 251. That the best available combination of educationist and non-educationist personnel be commissioned to give effect to Recommendation 250.

#### School day

- 252. That the length of the school day in the upper junior high school be examined carefully and, where circumstances warrant, extended to 330 minutes of instruction time.
- 253. That in senior high schools the present maximum of 330 minutes become the minimum, that school boards be empowered to institute a minimum of 360 minutes of instruction time per day, and to add such extra supervised study time as they may be able to provide.
- 254. That the present legal status of recesses be abolished at the high school level, and that their retention in the junior high school or reinstatement in the senior high school require resolution of the school board.

#### Staff load

- 255. That The Alberta Teachers' Association take the initiative in re-assessing the obligations of teachers, vice-principals, principals and other members to give service beyond the normal period of ten months.
- 256. That The Alberta Teachers' Association re-examine the obligation of the profession to conduct self-improvement activities and essential meetings at such times as will not unduly reduce the length of the school year or shorten the school day.

#### School year

- 257. That the Educational Planning Commission or a committee representing the University and the Department of Education, and including qualified representatives of the public, be convened to study the divided school year and its implementation in the whole educational system.
- 258. That in the event of decision to adopt the divided school year, the Department of Education govern its application in all non-accredited schools.
- 259. That in the event of a decision not to adopt the divided school year provision be made to operate community colleges and other selected schools on a quarter basis.

#### Hutterites

- 260. That the same basic educational standards and emphasis on citizenship be required in Hutterite schools as in all other Alberta schools.

#### Indians

- 261. That the Alberta government pursue agreement with the dominion government to the end that more provincial responsibility may be assumed for the education of Indian children.
- 262. That thorough study be made as



to whether integration in schools is the best policy; and if so, how Indian children can best be prepared for this policy.

263. That where integration is considered best, special education be given non-Indian children that they may appreciate and understand the heritage and problems of the Indian children during a period of adjustment.
264. That the courses of studies, particularly social studies, be scrutinized to see that a fair and proper treatment is given to the place of the Indian people in the history of Canada.
265. That the whole education program envisioned in this report be extended to Indian children.
266. That adult education programs designed to assist the Indian people to a greater degree of citizenship be undertaken.
267. That Indian children be not denied the right to an education because of lack of finances of their parents.

#### Separate schools

268. That the provincial government firmly resist any steps towards a dual school system.
269. That no denomination be granted special representation at the provincial level upon authoritative, regulatory or official policy-making bodies governing public education.
270. That where separate schools exist or are contemplated, controls be implemented to safeguard the scope and quality of the programs of both public and separate schools.
271. That provincial administrative procedures be devised, particularly with respect to school grants, so as to prevent duplicate grants for any phase of school operation in an area where public and separate schools coexist.
272. That with the exception of privileges suggested in Recommendation 273 the requirements for texts

and references, curriculum and teacher training be identical as between the public and separate school systems.

273. That all provisions and regulations affecting accredited and non-accredited schools be applied to public and separate school systems alike.

#### Research

274. That the Department of Education establish as soon as possible an office of standards, statistics and information.
275. That immediate plans be made by the provincial government and the University to provide the space and equipment for the educational research organization described above at an initial cost of \$200,000.
276. That provision be made in the annual university budget for the staff establishment prescribed, at an annual initial net cost of \$100,000.
277. That the provincial government make provision for the necessary capital and operating grants on a basis similar to that now used for the Alberta Research Council, at the earliest possible date.
278. That the University prepare a program of research projects to be completed in the next five years, and conduct a campaign to secure finances in whole or in part from outside sources—individuals, business, industry and foundations.
279. That the province provide the legislative authority to constitute on a formal basis a revised and re-constituted Alberta Committee on Educational Research.

#### Planning commission

280. That a competent and authoritative body to be known as the Alberta Educational Planning Commission be established by act of the legislature at the earliest opportunity.





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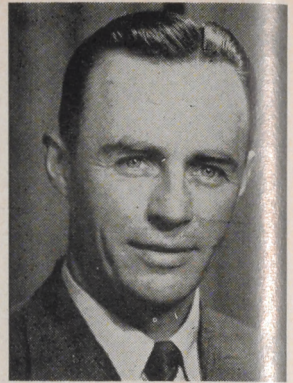


# TCA



# Cooperation

## THE PRESIDENT'S COLUMN



I am convinced that there has never been a time when the relationship between trustees and teachers has been better than it is now. Both parent organizations, the Alberta School Trustees' Association and The Alberta Teachers' Association, have during recent years realized that the responsibility for educational leadership rests as much with both as it does with either.

Mutual confidence and respect and a tacit understanding that trustees and teachers have at heart a primary dedication to improvement of education have made possible much larger areas of co-operative effort to our two associations. There is a growing conviction that the success of joint effort may very well dwarf the separate achievements of either trustee or teacher groups of the past.

In my opinion, this new era of mutual confidence and trust was ushered in by the creation of a joint ASTA-ATA committee in January of 1958. In the few meetings this committee has held, representatives have addressed themselves to a variety of educational problems of concern to all, and surprisingly enough, substantial agreement became evident on a number of issues which had been regarded as controversial.

One of the areas in which joint agreement could conceivably influence a pattern for the future is school grants. The

joint committee initiated a study which was carried out by the division of educational administration and supervision of the Faculty of Education. Out of this study developed the seminar on school grants held at the Banff School of Fine Arts in October. Significant agreement on basic principles of school grant structure emerging from this seminar included:

- ✓ that the present narrow local tax base is inadequate for the needs of education today,
- ✓ that the equalization principle is vital in any structure but that the present formula needs revamping,
- ✓ that school boards must be fiscally independent,
- ✓ that local autonomy in educational matters is basic and must never be discarded.

A second area of joint discussion between trustees and teachers has been the quality of service rendered by teachers. I personally have been gratified to see the degree of understanding achieved on this traditionally touchy subject. Trustee representatives showed appreciation of our efforts to persuade teachers to improve their professional preparation and of our series of monographs on improvement of instruction. At the same time, I think we have been able to set in proper perspective our continuing concern for tenure for teachers. Together



with the trustees we have set up machinery for joint investigation of troubled trustee-teacher relationships. This investigating team has acted in two cases to date and with signal success.

Traditionally, the ASTA and the ATA have been cast in almost opposite roles on the problem of teacher supply and the matter of the economic welfare of teachers. It is my belief that we are today much closer to agreement on the answer to the first problem than we have ever been in the past. In the area of living and working conditions for

teachers, both trustees and teachers have matured sufficiently that they can deal with such problems recognizing that opposition does not mean hostility.

So it is that I can commend to our members a partnership with school trustees in the battle to win for our youth the best education which can be had. I commend cooperation with the full knowledge that both will continue to have divergence of opinion which, however irreconcilable, will in the long run work towards the common goal.

## *Resolutions to the AGM, 1960*

Resolutions for consideration by the Annual General Meeting may be submitted by authority of a general meeting or of the executive committee of a local association. A certified sublocal may pass a resolution and forward it to the executive committee of its local association which, of course, has the privilege of adopting or rejecting it; but a sublocal may not submit resolutions direct to head office.

In order to prevent duplication of resolutions, local associations are requested to review the resolutions adopted by the 1959 Annual General Meeting. These were published in the April, 1959 issue of *The ATA Magazine*. Reference should also be made to *The Alberta Teachers' Association Policy Handbook, 1959*. Reso-

lutions on curriculum and pension matters should be accompanied by a statement of explanation and, if possible, supporting data.

Resolutions, in the form prescribed by the Executive Council, must be received at head office on or before December 31, 1959, at 12 noon.

All resolutions being submitted to the Annual General Meeting will be printed in the March, 1960 issue of *The ATA Magazine*. Arrangements should be made for each local association or its executive committee to meet between receipt of this issue of the magazine, which will be mailed about March 10, and the Annual General Meeting, in order that the resolutions may be discussed.

*The Executive Council and head office staff*

*of The Alberta Teachers' Association*

*wish all our readers*

*A Merry Christmas and a Prosperous New Year.*





## Official Bulletin

No. 198

### Leisure Reading Catalogues

Teachers of English are reminded that *Invitation to Read for the Senior High School*, *Reading for Pleasure for the Junior High School*, and *Reading for Pleasure for Elementary Schools* were extensively revised during the past year. These catalogues were distributed prior to school opening by the School Book Branch to all secretary-treasurers of school districts and divisions in sufficient quantity to enable them to supply one copy to each teacher who wished one.

Teachers who have not received a copy and who wish to obtain one should make inquiries from their secretary-treasurer.

### Report of Royal Commission on Education

The Alberta Teachers' Association is being supplied with enough copies of the multilithed edition of the report to provide one to each ATA local. The printed edition will be available later through the Queen's Printer at \$3 a copy.

## SUMMER SESSION 1960

### University of Alberta

The Summer Session Announcement will be available for distribution about January 15, 1960. If you wish to receive a copy at that time, please complete the form below and mail it to—

**Dean, Faculty of Education, or Registrar, University of Alberta**

#### Request for Summer Session Announcement

Please send me a 1960 Summer Session Announcement and registration forms.

Name                      Mr. \_\_\_\_\_  
                                 Mrs. \_\_\_\_\_  
(print in full): Miss        (Surname)                      (Other Names)  
Address \_\_\_\_\_

If you are a woman and have been married recently, kindly give your maiden name here \_\_\_\_\_

#### SPECIAL NOTICE

Teachers who plan to register for courses in the Faculty of Education for the first time since 1945 should make immediate application to the Dean for a special information sheet concerning documents required before their registrations can be accepted.



### From the Pass

Your first look at Bill Jallep makes you sit up and take notice. Of medium height, stocky, with a level gaze, Bill is acting mayor of the Town of Blairmore and also principal of the 415-student Blairmore Schools.

Bill's father was born in southern Poland and came to Canada as an immigrant in 1913. After a period of working in the mines at Edson and Coal Branch, he moved to Bellevue in 1923. Two years later, he was able to bring his family out from the old country, and, with his mother, Bill arrived in Crowsnest, a youthful immigrant who could not speak English but filled with a burning ambition to make good in the new country of his father's choice. Bill attended school in Bellevue, spending half days in Grade I in order to learn the

language and two months in Grade IV. By 1932, with the depression at its worst, he had graduated from Grade XII. After a year as a surveyor's helper, Bill borrowed enough money to attend Calgary Normal, following which he returned to Blairmore to teach. He has been there ever since.

In 1943, Bill received his B.A. from the University of Alberta and in the same year, he enlisted in the Canadian Army and served overseas with the Highland Light Infantry. In 1945, he was invalided back to England from the Continent and he returned to Canada in 1946 to begin work on his master's degree, which he completed in 1950. In 1958, he became principal of the Blairmore Schools.

Bill, who has served on the Town Council since his election in 1946, is a Blairmore booster. "When the coal industry hit its slump and the mines were closed," he told us, "a lot of citizens had the feeling that the town would die. It didn't, and it won't. The tourist trade has improved as a result of the new highway. We've got sports, fishing, scenery, and good accommodation to attract an increasing share of the tourist trade. The lumber industry is growing. We have had 40 new workers hired this year. The Japanese order for our coal reopened the mines this spring. Over 50 men are working the Greenhill Mine and, by Christmas, the figure should be 100. There is a possibility of a steel mill being erected at nearby Burmis. If the gas line goes through the Pass to Kingsgate, there is a possibility of a gas scrubbing plant west of Coleman. Don't let anyone tell you that the Pass is finished. It's just beginning a new phase of development."

Bill, who was appointed acting mayor when the mayor resigned in January, is proud of his town. "We have 2000 people here now," he said, "and this figure will likely be tripled in ten years.



*Both the principal . . .*





... and the mayor

We are rapidly becoming the business centre of the Pass with the professional services we can offer: the municipal hospital, the new Dominion Building, bottling works, newspaper, sawmill industry, and the new \$440,000 centralized school being built by the Crow's Nest Consolidated School District."

From his principal's chair in the old Blairmore school building, Bill spoke

with pride of the expansion of the school system he serves. He hopes that the new Junior-Senior High School will be in operation by September, 1960. "Enrolment is up 15 percent over last year," he stated. "The Blairmore district has worked closely with Frank, Bellevue, Hillcrest, and Mohawk districts to offer this new education service to the residents of the Pass.

"In 1956, we completed a \$120,000 ice arena, our ski club has installed a tow and has an excellent set of slopes, and our golf club is going strong. All these things indicate that the Pass is offering our young people community services which will keep them here."

Bill has been an active and enthusiastic member of his professional teachers' association, having served as president of the Crow's Nest Pass Local for two terms, as well as working on salary policy and negotiating committees for six years. Bill has attended four Annual General Meetings as local representative and is at present serving on the convention committee of the Lethbridge Convention.

As Bill hurried off to a meeting in Coleman, he told us that his school had turned out 40 Grade XII graduates last term. "Over 25 percent of them are in university this year," he said. "Just wait until we get our new school and a complete staff. We'll step up these figures."

## The Voice of the Low IQ

(Continued from Page 21)

lotta things today when maybe they won't be true by tomorrow? I know heaps of things Miss Brown don't know — like where to find birds' nests and how to fix a leaky pipe and what the baseball scores are. She has to send for the janitor when the lights go out or a window shade tears. I can do lots of things if I don't have to read how in a book first.

Sure, I'm glad I'm in the special. I get lots more attention. Seems like if you're awful smart or awful dumb they

do a lot for you in school, but if you're what they call "normal" they just leave you set. I heard the School Psychologist — that's a man that comes in just before promotion time and tells the teachers why they're not promotin' us — he told Miss Brown it was on account of my grandfather and the rest of my ancestors. She said wasn't it kinda late to do anything about that now, and he said it was but I must have the proper training so I'd be a good ancestor.

Gosh, I don't want to be no ancestor. I'm goin' to be a plumber!



# **Vacancies**

## **in the Faculty of Education**

### **in the University of British Columbia**

Applications are invited to fill the following positions vacant in the College of Education, University of British Columbia, in September 1960.

#### **In the Secondary Division:**

Educational Psychology	(2)
Adult Education	(1)
School Administration	(1)
Philosophy of Education	(1)
Mathematics and Science	(1)
Social Studies and General Education	(1)

Any combinations of the above are also acceptable

#### **In the Elementary Division:**

Educational Psychology	(3)
Science Education	(1)
Social Studies	(2)
Art Education	(3)
Music Education	(1)
English Education	(4)
Primary Education	(2)
Physical Education, Women	(2)
Mathematics Education	(1)

#### **In the Graduate Division:**

Several graduate assistantships are available each year (\$1200-\$1500 each) for those working towards a master's degree on a full time basis.

Applicants should have several years of distinguished teaching experience in public school systems, a good University degree, and some graduate study in Education. Salary and rank will depend on qualifications.

Applications (no special forms provided) giving full biographical details and the names of three referees should be made to the Dean of Education, Faculty of Education, University of British Columbia, Vancouver, B.C., if possible before February 1, 1960.



# Fall Convocation, 1959

## University of Alberta

Students in the Faculty of Education, listed below, were granted the following awards and degrees at the University of Alberta Convocation, held in Edmonton on October 31, 1959. The students were presented to Convocation by Professor H. T. Coutts, dean of the Faculty of Education, with the exception of those receiving the degree of master of education who were presented by Professor A. G. McCalla, dean of the Faculty of Graduate Studies. Degrees were conferred by His Honor Judge L. Y. Cairns, chancellor of the University.

### THE SCHOLARSHIP OF THE BOARD OF GOVERNORS OF THE UNIVERSITY IN FIRST YEAR EDUCATION

Halla Katherine Boychuk, Ashmont

### THE EDMONTON JEWISH COMMUNITY COUNCIL SCHOLARSHIP

Alice Marian Jordan, Woking

### THE P.E.O. SOUTHERN ALBERTA SCHOLARSHIP IN EDUCATION

Lorna Joan Bauer, Medicine Hat

### THE FIRST YEAR SCHOLARSHIP OF THE EDUCATION SOCIETY OF EDMONTON

James Davidson Lee Ross, Edmonton

### THE OLIVE M. FISHER PRIZE

Sharon Maureene Madge Aikenhead, Calgary

and  
Sharon Alecia Davidson, Calgary

### THE EDUCATION BOOK PRIZE

Karen Elizabeth Millican, Edmonton

### THE DU PONT COMPANY OF CANADA 1959 SCHOLARSHIP

Eric Gordon Knight, Edmonton

### THE CARNEGIE CORPORATION FELLOWSHIP IN EDUCATIONAL RESEARCH

Hildreth Francis Sly, Saskatoon, Saskatchewan  
(Educational Psychology)

### THE MILTON EZRA LaZETTE SCHOLARSHIP IN EDUCATION

Raymond Andrew Christenson, Edmonton

### THE MARY ROBERTA CRAWFORD SCHOLARSHIP IN EDUCATION

Marjorie Jane Clark, Edmonton

### THE JOHN WALKER BARNETT SCHOLARSHIP IN EDUCATION

Frederick Enns, Foremost

### THE HUBERT CHARLES NEWLAND SCHOLARSHIP IN EDUCATION

Florence K. G. Gallivan, Calgary

### THE JOHN MACDONALD SCHOLARSHIP IN EDUCATION

Mary Ann Hancock, Gibbons

### THE THOMAS EDWIN ADELBERT STANLEY SCHOLARSHIP IN EDUCATION

Lawrence Edward Rappel, Rosedale

### THE CEDRIC OLIVER HICKS SCHOLARSHIP IN EDUCATION

Walter Riedel, Fort Macleod

### FIRST CLASS STANDING

#### Fourth Year:

Agnes Dueck, Coaldale  
Ralph A. Gorrie, Holden  
Norman M. Grant, Calgary  
Christina B. Hawken, Edmonton  
Pauline C. Hughes, Edmonton  
Barbara Hutchinson, Innisfree  
Rev. William H. Kelly, Calgary  
\*Rev. Terence Tobin, Edmonton  
\*Ronald Wardhaugh, Lethbridge

#### Third Year:

\*Kathlyn Benger, Edmonton  
Hilda H. Heidebrecht, Coaldale  
Elsie W. Provan, Lethbridge  
Loretta Salter, Red Deer  
Edith M. Sprung, Edmonton  
Percy Southern, Edmonton  
Sister Sheila M. Cassidy, Edmonton  
Sister John of the Cross Girardi,  
Jackfish Lake, Saskatchewan  
Sister Marie M. Revoy, Vegreville  
Dorothy F. Tetley, Red Deer  
Janet E. Tincknell, Calgary

#### Second Year:

Blanche M. C. Dallaire, Red Deer  
Kathleen I. Kennedy, Red Deer  
Gretta R. Leavitt, Glenwoodville  
Eunice L. Moen, Edmonton  
Walter Romanko, Edmonton  
Emerson R. Shantz, Didsbury

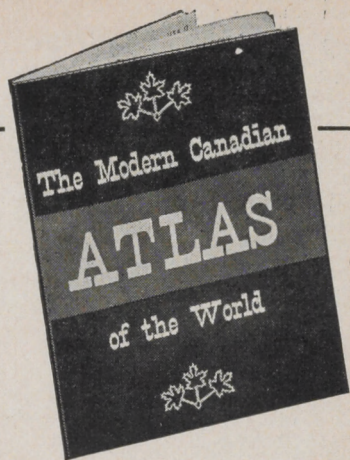
#### \*University of Alberta Honor Prize

### ADMITTED TO THE DEGREE OF BACHELOR OF EDUCATION

Gillian Mary Allen  
Elizabeth Ann Anderson  
Shigeko Ando  
Kathleen Armstrong  
Kelly Rosaleen Burbidge  
Constance Alberta Burnett



Annie Cameron  
 Muriel Judith Carefoot  
 Freda Evelyn Cartier  
 Catherine Chris Christou  
 Muriel Ashbury Clarke  
 Vera Clooney  
 Mary Gertrude Conn  
 Kathleen Marion Day  
 Mildred Iris Dougherty  
 Irene Ann Dubasz  
 Agnes Dueck  
 Elsie Marie Eiben  
 Margaret Elwell  
 Mary Akiko Endo  
 Isaac Erickson  
 Ruby Ellen Ewan  
 Francis Pauline Foster  
 Madeline Alice Franke  
 Jean Gilchrist  
 Margaret Marie Gordon  
 Norma Frances Margaret Grover  
 Inger Katherine Hale  
 Ivy Margaret Hampton  
 Lorna Joy Hanocho  
 Christina Bennett Hawken  
 Sophie Elena Holst  
 Kathryn Hubic  
 Ruth Huculak  
 Barbara Hutchinson  
 Mary Anne Knox  
 Marjorie Kuziw  
 Irene Langley  
 Mary Theresa Lodoen  
 Christine Ione Luman  
 Evangeline Joyce MacDonald  
 Minnie Catherine MacKinnon  
 Anale McLean  
 Barbara Redd MacPhee  
 Mary Marsh  
 Lily Anne Meronyk  
 Marianne Miles  
 Dymphna Philomena Moore  
 Alf Joan Newson  
 Florence Nieberding  
 Ingeborg Anneliese O'Brien  
 Patricia Joan Pecover  
 Dorothy Deane Porter  
 Effie Ruthema Reid  
 Donna Mae Robertson  
 Joan Mae Robinson  
 Evelyn Caroline Rosa  
 Marion Barbara Ross  
 Marjorie Louise Schmick  
 Bernice Delores Schneider  
 Ivy Spence  
 Mary Bernardine Stacey  
 Elnice Esther Stronach  
 Mary Marguerite Suca  
 Ellen Mable Swanson  
 Sister Joan Marie Ann Coffey  
 Sister M. Isidore  
 Sister Jane Marie  
 Sister Mary Peter  
 Sister Mary Joan  
 Sister Ruth Mary of Jesus  
 Sister Marie Jeanne Fournel  
 Sister M. Anna Joseph  
 Sister Mary Clare  
 Sister Denise du St. Esprit  
 Sister M. Marguerite  
 Sister Gabriel  
 Sister Mary Saint Cyril  
 Marie Suzanne Thompson  
 Luellie Alma Touchette  
 Vivian Irene Tubb  
 Evelyn Marie Vikse  
 Thelma Margaret Vincent  
 Janet Lillian Vornbrock  
 Patricia Valentine Walker  
 Margaret Joan Ward  
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 Patricia Mae Winnick  
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 Joyce Yamamoto  
 Phyllis Kathleen Young  
 Jean Marie Zeman



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 Lewis Chester Turley  
 Paul Martin Vaessen  
 Ronald Wardhaugh  
 Ronald Mervyn Warrington  
 James Robert Weed  
 John Dmetro Welykholowa  
 Lloyd Wilbert West  
 Raymond Walter Wilkins  
 Mike John Witwicki

#### ADMITTED TO THE DEGREE OF BACHELOR OF EDUCATION IN INDUSTRIAL ARTS

Dale Hulett Davies  
 Arthur Aubrey Day  
 David Brougham Murray  
 Michael George Sirdiak

#### ADMITTED TO THE DEGREE OF MASTER OF EDUCATION

Ruby Olga Anderson, B.Ed.  
 Muriel Adeline Caldwell, B.Ed.  
 Mary Edith Gray, B.Ed.  
 Doreen Parlett McKay, B.Sc. (Arts)  
 Charles John Allison, B.A., B.Ed.  
 Eric Russell Coffin, B.Ed.  
 Frederick Enns, B.Ed.  
 George Robert Hislop, B.Ed.  
 Myer Horowitz, B.A.  
 Jacob Isaac, B.A.  
 Newman Kelland, B.Ed.  
 Roland Aime Lambert, B.Ed.  
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On receipt of this coupon, a copy of our handwriting booklet "Sure, I Want to be a Better Writer" will be mailed to you with our compliments.

**Coupons must be forwarded by January 15, 1960**



# THE ATA NEWS BEAT

## ATA Curriculum Committee Meeting

Your Association's curriculum committee met November 7, chaired by Past President Inez K. Castleton, to consider reports on resolutions which were referred to it from the 1959 Annual General Meeting. For example, committee member Ed McKenzie (Medicine Hat) reported on the study he had headed up on resolution C73/59, calling for a central library with a trained teacher-librarian in each school of 200 or more pupils. It was agreed that each person who had chaired the committee which had studied a resolution should be present at the Annual General Meeting to speak to the resolution.

The curriculum committee reviewed the proposal for establishing specialist councils and, with one minor modification, approved the model constitution and the support for such councils and recommended to the Executive Council that the matter be placed before the 1960 Annual General Meeting. Briefly, this proposes a subject-interest grouping of teachers, for example, the Mathematics Council of The Alberta Teachers' Association. Such councils would receive financial support, provision of guest speakers for conferences, and free printing and distribution of materials to members. It is expected such councils would hold a provincial conference during Easter week and would encourage regional councils. The purpose of these councils would be to improve practice in the specialty by increasing the member's knowledge and understanding of the specialty.

The curriculum committee has been authorized to hold a special two-day meeting in January to study the report of the Royal Commission on Education and to make any necessary recommendations to the Executive Council.

## Pensions

At its meeting on November 20 and 21, the Executive Council considered the report of the meeting of the Board of Administrators, Teachers' Retirement Fund and of the meeting with the Minister of Education. Mr. Eyres, as secretary-treasurer of the Board, reported that a complete revision of the TRF by-law is under consideration which would include incorporation of these principles: credit for all pensionable service irrespective of breaks; reinstatement on payment of amount withdrawn; withdrawals by application (as at present) plus automatic refunds after a period of years (yet to be determined); reduction of estreatments; and contribution for a maximum of 38 years. It should be emphasized that these revisions are being favorably considered but are not yet in effect.

Chairman of the ATA Pension Committee, H. C. McCall, and Mr. Eyres attended the Dominion Conference on Teachers' Pensions in Toronto, November 25-27. One of the major topics under discussion was interchangeability or transfer of pension rights for teachers moving from one province to another. Some guidelines were accepted but many obstacles remain in the way of reciprocal pension agreements.

## ASTA Convention

President R. F. Staples and J. D. McFetridge attended the Alberta School Trustees' Association Convention in Calgary, November 4-6. They reported to the Executive Council that this convention had passed motions proposing that: collective bargaining for teachers be taken out of *The Alberta Labour Act*; both resignation and termination of contract deadlines be June 15; there be specific departmental regulations for noon hour supervision; and time during conventions for ATA business meetings



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be eliminated. In addition, the following resolutions were not passed: a proposal for a compulsory provincial salary schedule; the supplementing of departmental superintendents' salaries by school boards; that Farmers' Day and all Easter holidays except Good Friday and Easter Monday become school days; that kindergarten classes receive grants; and a proposal for more power for local district trustees within divisions. The president's views on trustee-teacher relationships, which he regards as "the best yet", are the subject of his column this month.

## Alberta Day

The 26 graduate students of the Faculty of Education this year come from eight Canadian provinces and from overseas, including students from New Zealand, England, and Hong Kong. Two active ATA members of the home contingent, D. V. Morris of Calgary and H. A. Wallin of Edmonton, organized an Alberta Day to acquaint the newcomers with some aspects of Alberta education. This included a visit to Barnett House. Vice-President A. D. G. Yates welcomed the visitors on behalf of the Association. Dr. Clarke gave a brief talk on the Association's activities. Coffee was served, and an information kit was provided for each visitor. It included the last two issues of *The ATA Magazine*, the first three numbers of the Improvement of Instruction series, several sample collective agreements, some sample public relations bulletins, and our policy handbook. The Association was pleased to have this opportunity to meet the graduate students, the dean, and the chairmen of divisions of the Faculty of Education. We hope that this good start will be continued.

## Field services

Mr. McFetridge addressed the Edmonton Separate Local on November 9 dealing with merit pay and noon hour supervision. On December 2, he represented the Association at career events at Castor and at Coronation, speaking to

high school students on teaching as a career. Mr. Ingram met with the Lacombe Local executive on November 12 to discuss their plans for a program of professional improvement. On November 24, Mr. Ingram spoke to a group of education students at the Faculty of Education on the work of the Association, and the next evening attended a meeting of the TV committee of the home and school association in Edmonton. On November 26, he spoke on cooperation between the home and school and the Association at the Camrose home and school regional conference.

Grievances keep cropping up at all times. Mr. Ingram made a trip to Grande Prairie, Mr. Seymour to Falher, and Mrs. Castleton dealt with a case in Forest Lawn. In addition, all staff officers and executive members receive telephone calls and letters about problems and difficulties of teachers.

## Collective bargaining

Mr. Seymour and Mr. McFetridge have been busy during November at the bargaining agent, conciliation, and conciliation board levels. In addition, several conferences on salary matters have been held. Mr. Seymour took part in six such activities in widely separated sections of the province (Spirit River to Cardston) and Mr. McFetridge also attended six (not the same ones). Some of these meetings take more than a day.

Our Association and Mr. Seymour have been indeed honored in that the National Education Association of the United States invited Mr. Seymour to Washington, D.C., November 7-14, to act as one of the leaders in its salary conference. We received a glowing letter of commendation from the NEA on Mr. Seymour's contribution to this conference.

## Committees and conferences

Many of the decisions which shape the course of education in Alberta are made by committees. Much of the work of our own Association is done by committees and conferences. It would be wearisome



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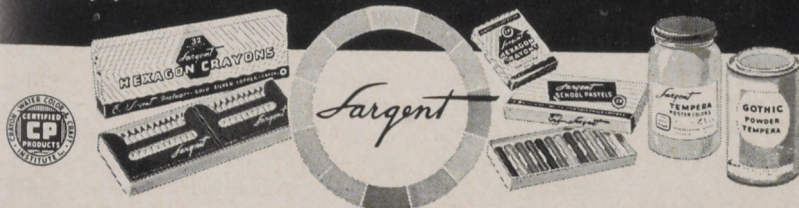
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to list the personnel and dates of each meeting staff officers and executive members attend. It can be assumed in nearly every case that, if a staff officer is on a committee, one or more members of the Executive Council also will be involved. The summary of attendance at committee and conference meetings for November includes: Dr. Clarke, sixteen; Mr. Seymour, four; Mr. Eyres, seven; Mr. Ingram, five; and Mr. McFetridge, three. Since some conferences included here were of two or three days' duration, the work load is heavy.

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*A sense of humor . . . is not so much the ability to appreciate humorous stories as it is . . . the capacity to recognize the absurdity of the positions one gets into from time to time together with skill in retreating from them with dignity.*

—Dana L. Farnsworth

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As noted in the "Official Bulletin" in this issue, the Department of Education has supplied the Association with copies of the report of the Royal Commission on Education in Alberta sufficient to cover all our local associations. Distribution of these is now being made.

Locals may wish to have a printed edition of the report for their own library or for the library in their schools. Already some locals have indicated that they want to give the report detailed study and are requesting additional copies for distribution among the teaching staff.

We are informed that printed copies of the report will be available after December 31 and that the price for a paperback copy will be 3. (Hard cover copies will sell for \$5 each.) To get the number of copies you wish, send your purchase order, together with your cheque or money order, to the Queen's Printer, Edmonton.

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## Shell Merit Fellowships

Cornell University, Stanford University, and Shell Oil Company of Canada Ltd. announce that ten Shell Merit Fellowships will be awarded in 1960 to leading Canadian secondary school teachers, supervisors, and department heads in the fields of chemistry, physics, and mathematics.

The Shell Merit Fellowships were established by the oil company in 1957 to help strengthen science and mathematics teaching in Canadian schools and to encourage ultimately a greater number of students to seek university training and careers in these fields. More than 25 fellowships have been granted to date.

Merit fellows attend special summer seminars at Cornell or Stanford Universities. During the all-expense-paid six-to eight-week seminars, they participate in courses, special lectures, discussions, visits to research and production establishments, and informal interviews with outstanding scientists, mathematicians, and educators. Each also receives \$500 in cash to help offset the loss of other summer earnings.

To be eligible, teachers must have completed five years of secondary school teaching in chemistry, mathematics, or physics; hold at least a bachelor's degree or equivalent; and have the prospect of many years of useful service in the improvement of chemistry, mathematics, or physics teaching. Heads of departments and supervisors with these qualifications are also eligible. Evidence of leadership potential will be a significant factor in the selection.

Interested teachers who live west of the Ontario-Manitoba border should write to Dr. Paul DeH. Hurd, School of Education, Stanford University, Stanford, California. Applications close on January 1, 1960, and selections will be announced in February.



## NEWS FROM OUR LOCALS

### Sublocal organized for Benalto-Sylvan Lake teachers

A meeting to organize a sublocal to include teachers of the Benalto and Sylvan Lake Schools was held in Sylvan Lake on October 28. Twenty-two teachers favored the organization and an election of officers took place. R. Blick, principal of the Sylvan Lake School was elected as president; Mrs. A. Sterling, principal of the Benalto School as vice-president; and Mrs. S. Jarvin as secretary-treasurer. N. Bowles was elected as councillor to the Red Deer Local, and Mrs. A. Simpson as press correspondent. The regular meeting date was set as the fourth Wednesday of each month, alternating between the schools. The group's project will be a study of enterprise and social studies as taught from Grades I to X.

### Election results from Clover Bar

New officers for the current school term were elected at the first meeting of the Clover Bar Sublocal on October 21. They are: Grant Jensen, president; Stewart Knox, vice-president; Elsa Arps, secretary-treasurer; Ernest Zutz, local representative; and Eugene Tomas, press correspondent. A report from the local executive was given by Seth Smedstad, and a report on the insurance coverage as provided in the group plan under study by the local was given by Bill Sime. Discussion included the MSI insurance plan with questions answered by C. T. DeTro.

### Officers elected for Cold Lake-Grand Centre

Officers for the new term were elected at the sublocal's first meeting October 19. They are: Mrs. K. Smith, president; Mrs. P. McKee, vice-president; Vanda Hudecki, secretary-treasurer; D. Ewasiuk, councillor; and C. A. White, press correspondent. Concern was expressed over the lack of new coverage to replace that

under the Occidental Life Insurance plan which was to lapse at the end of the month. It was agreed that regular sublocal meetings would be held on the third Monday of each month.

### Banff Conference delegate speaks at Dickson-Markerville

Mrs. Kathleen Johnson of Sylvan Lake was a guest at the sublocal meeting on November 12 and gave an interesting report on the ATA Publications course at the Banff Conference. The course was conducted by Dr. T. Peterson, dean of the School of Journalism and Communications, University of Illinois. The meeting was held at the home of Mrs. Phyllis Johansson and Mrs. Marie Sveinson and Edna Farris were co-hostesses for a Chinese supper. Mrs. Grace Mewha was elected as councillor.

### Program plans made by Didsbury Sublocal

A program committee of Carol Spragge, Elizabeth Faas, and W. F. Stauffer was appointed at the October 20 meeting of the sublocal, and program suggestions were made by the members. C. L. Sorenson spoke about mathematics particularly concerning the transition from numerical to algebraic fractions. The sublocal president is Miss Olsen, and secretary is Mrs. Margaret Clayton. Mrs. G. Kennedy was elected as press correspondent.

### William Burch heads Innisfail Sublocal

At the organization meeting of the sublocal in October, William Burch was elected president for the coming term. Other officers are: Mrs. W. M. Ritchie, vice-president; Miss J. C. Norton, secretary-treasurer; M. Coates, councillor; V. Brecka, salary policy representative; Mrs. B. Goedicke, press correspondent; Mrs. D. M. Baillie, Miss J. E. Marsellus, E. L. Mascherin, and G. R. Olsen, program committee; and Miss J. Foster, Miss C. L.



Sparks, and S. G. Clapp, social committee.

Thirty-four members attended the November meeting at which a banquet to take place before Christmas for teachers and their guests was planned. Reports on the guidance clinic held in Calgary were submitted by Messrs. Burch, Coates, Baranyk, and Kvisle, and Misses Foster and Sparks.

#### Report on Banff Conference made to Irma Sublocal

Allen Ronaghan, delegate to the general course at the Banff Conference, spoke at a recent meeting of the Irma Sublocal. One of his topics was the improvement of sublocal organizations. "Start on time," he said. "We expect our students to be on time. Let's do as well ourselves." Mrs. Ronaghan reported on the ATA Publications course. Election of officers was the main item of business, and Mrs. A. Glasgow, past president, welcomed new members — Mrs. V. Anderson, Miss A. Fischer and Miss D. Veer, and presented them with rose corsages.

#### District representative addresses Lethbridge Northern Sublocal

District Representative T. F. Rieger, addressed the last regular meeting of the sublocal held at Barrhill School. He outlined the plans for a new ATA office in Edmonton and answered questions on the newly-organized ATA credit union. J. Lowery, collective bargaining councillor, reported on the progress of salary negotiations. A discussion was held on the merits of a "C" basketball league. Mrs. Marion Court was appointed coordinator for the annual sublocal bonspiel scheduled for Picture Butte.

#### Mrs. Lillian Meronyk elected at Myrnam

Mrs. Lillian Meronyk was elected president at the reorganization meeting of the sublocal held on October 26. Other members of the executive are: Anton Lynkowski, vice-president; Nick Lynkowski, secretary-treasurer; Mrs. Leona Kully, social convener; Alec Leonty,

ATA councillor; and Mrs. Julia McMillan, press correspondent. ATA group insurance and the ATA credit union were other topics discussed.

At a joint meeting with the Derwent Sublocal in November, 30 teachers heard reports presented by members who attended the Banff Conference. Metro Meronyk of Myrnam presented a detailed account of the general sessions. Joe Melnychuk of Two Hills spoke on the ATA Publications course. He stressed the five points leading to successful writing: target, attention, meaning, acceptance, and response. Frank Shymko who attended the Economic Seminar outlined the duties and responsibilities of an economic consultant. Sublocal members were of the opinion that the Two Hills School Division should remain with the Third Edmonton District Convention for the coming year.

#### Report on Ponoka Local elections

The executive of the local for the current school term is as follows: Gordon Matthias, president; William Bodnaruk, vice-president; Mrs. Ethel Miller, secretary-treasurer; and Mrs. Ruth Wiley, press representative. Committee appointments include: Miss L. McPhie and I. Miller, convention; Lawson Dewar (chairman), Mrs. S. Clark, Mrs. F. Sutton, Gerald Dahms, C. Jevne, M. McCoy, Norman Smith, Dan Tessari, and L. Voghell, salary policy; and Robin Stuart and N. H. Taylor, salary evaluating. Councillors are Henry Kolesar and Lawson Dewar.

#### New slate of officers is elected at St. Albert

The sublocal held its annual meeting on October 21 and elected a new slate of officers. Mrs. Dora Jackman is president; Leon Tellier, vice-president; Marie Wolniewicz, secretary-treasurer; Douglas Petherbridge, councillor; E. Kluczny, public relations officer; Floyd McCurry, press representative; and L. Wood, curriculum committee representative. The ATA credit union and a group life insurance plan were discussed, and a number



of members requested further information on both schemes.

### Officers elected for St. Paul Local

Officers for the 1959-60 term for the local organization are: Morris MacCallum, president; Paul Chamberland, vice-president; Cyril J. Gicquel, secretary-treasurer; and Armand Laing and Lawrence Modin, councillors. Plans are in hand for reorganizing sublocals at St. Paul, Mallaig, Ashmont, Elk Point, and Heinsburg-Lindberg, with financial assistance from the local. J. J. Nearing of Ashmont has undertaken compilation of the information given by the local's panel on reading at the fall convention, and this will be distributed to all teachers and superintendents. It has been reported that filmlibraries are being planned by both the St. Paul School Division and District.

### Spirit River elects new executive

A new executive was elected at the local's October meeting. President is Hugh McKenna; with Mrs. Ethel Lazoruk, vice-president; Ethel Fildes, secretary-treasurer; Frank Gaboury and Eric Thomsen, councillors; and Louise Pegg, press correspondent. Highlight of the meeting was the introduction of all new teachers, some of whom have come from England, Pakistan, and India. John Good reported on the advantages of MSI, and Miss Pegg gave an interesting talk on her week at the Banff Conference last August.

### M. Laurin elected president of Wanham-Tangent

M. Laurin was elected sublocal president at the first meeting on October 20. Other officers are: W. Miller, vice-president; Miss J. Yoder, secretary-treasurer; and Miss M. White, press correspondent. Eric Thomsen gave a report as representative on the divisional salary committee. F. Gaboury outlined a new point system of rating students for track and field meets. It is a classification by Dr. Van Vliet, specialist in this field, and stresses age rather than height and

weight. The possibility of conducting a creative writing contest was discussed and a committee was set up to take suggestions to the next local meeting.

### Vulcan County teachers name new officers

The Vulcan County Local has reported its officers who were named at its annual meeting on September 30. Gordon Prusky is president, and other officers are: Don Green, vice-president; Arnold Friesen, secretary-treasurer; Duane Binning, Fred Cartwright, Harry Cummins, W. B. McDaniels, Mrs. J. Oakes, and A. Psikla, economic committee members; Bruce Palk and Don Yeomans, councillors; Steve Fluter, convention delegate; and Mrs. M. L. Todd, press representative. This was the first time the local's annual meeting had been held prior to the fall convention, and it was followed by a banquet for the teachers and their guests.

*Season's Greetings*

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## What a Hindu Believes In

*(Continued from Page 12)*

In every age I come back  
To deliver the holy,  
To destroy the sins of the sinner,  
To establish righteousness.

No Hindu doubts that after death, after a period of rest and a sort of spiritual digestion in some heavenly world, the human soul is born again, and yet again, until he has worked out his Karma. Karma means deeds. Every act of our lives, every thought even, according to the doctrine of Karma, is self-registered. It is a supreme law of existence. Until it is expiated, until the account is balanced, no freedom is possible. As a man's character and moral texture improve, so does his Karma improve in the succeeding lives. A time will come when he will be perfect and finally absorbed in Brahman.

This doctrine is not confined to Hinduism, as shown by the words of St. Paul: "Be not deceived; God is not mocked; for whatever a man soweth that shall he also reap." That is a clear statement of the operation of the law of Karma.

How can bad Karma be changed to good? How can the debt be paid, the account be balanced?

Three ways are spoken of in the Bhagavad-Gita, though in practice four ways are described. They are the great yogas, the disciplines and exercises practised to purify heart and mind, to tranquilize the soul, to open it to the experience of the divine spirit hidden in each of us, but overlaid by worldly concerns, by what we call sin, but which Vedanta calls ignorance.

There is the way of works, the way of knowledge, the way of love and devotion, and Raja-Yoga, the way of suppressing the waves of the restless mind, which is of all the most difficult. By all

of these ways one may shed the burden of adverse Karma and set one's character on the way to perfection.

As to the way of works, anybody who does one's job honestly and well, without thinking too much of the return, but rather of the quality and thoroughness — such a one is well on the way. Carrying out the normal rites and religious observance, all the duties of parenthood, citizenship, and so on, is taken for granted.

The way of knowledge is the philosopher's way, the thinker's — the way of the man who depends on his intellectual strength.

The way of Raja-Yoga is the mystic's way. He disciplines himself even in such matters as food and sleep, nothing crude and nothing to excess. His practices of concentration, meditation and contemplation, leading to union with the infinite, are a long rigorous training which leads, sometimes, to startling results, such as occult powers, clairvoyance and the like.

But the way of love and devotion, Bhakta Marga, is by far the most popular path and the most easily understood. It is based on the love of God and all his works. Being human we are all at times moved to prayer, to gratitude, to devotion, to worship. Even if we cannot devote ourselves to these things exclusively, we are all moved toward them at times. Ultimately, such a soul, striving steadfastly, achieves union with the Infinite. "He sees his soul as one with all beings, and all beings as one with his soul. His soul is joined in union, beholding Oneness everywhere."

In the villages, in the teeming poorer quarters of Indian cities, one does not readily see the lofty religious practices outlined above. Every family has its own

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specialized gods which it worships. Even in the temples, poor people, pious men and women, bring a little fruit and offerings before the image of the goddess Kali, or the god Vishnu, or they wave lights before the deity.

Is this idolatry? No. Every educated Hindu will tell you that these people don't worship the images as God. They worship God through an image. The pilgrimages to holy shrines, the bathings in sacred rivers to wash away sins, all are expressions of their sincerity and devotion to the Lord. All the images, all the forms, all are but help to meditation. Behind them all is Brahman, the Absolute, the One without a second.

Today, India may be on the verge of one of its many religious revivals or renewals. The great saint Ramakrishna died as recently as 1886. Yet such was his impact upon religious thought and feeling, that his birthday is celebrated all over the country. The Ramakrishna Mission, with its scores of centres, more than 100 in India, is renewing religion and even spreading the Ramakrishna gospel abroad. There are centres in both Europe and America.

Ramakrishna's teaching is largely based on the verse in the Vedas which says: "Truth is one, sages call it by various names." His aim was to harmonize, to bring together, instead of strife and separateness. He respected all creeds and all religions. One of his sayings was, "The many religions are so many paths to God."

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## Alberta School Law and the Principal

(Continued from Page 9)

sense that, as long as the force used is reasonable having regard to all the circumstances including the age and physical condition of the child and the nature of the offence, no criminal action for assault may be brought against the school teacher. (See *Rex vs Metcalfe*, 1927, 3 W.W.R. 194 and the authorities therein collected.)

### The Common Law

So far we have considered the law as it is reflected in published codes, statutes, regulations, and rules, all of which are enunciated by an act of parliament, of the legislature, an administrative or elected tribunal. Running alongside, and indeed often transcending these statutory enactments, is that great body of uncodified authority known as the English and Canadian Common Law. The Common Law has significance for principals and teachers primarily in the field of negligence, that is to say, the manner in which the teacher carries out the duties imposed upon him.

There are two governing principles to be kept in mind.

Firstly, a teacher stands *in loco parentis* towards his pupils; the children are committed to the care of the schoolmaster for the school day and the parent is entitled to expect conduct from the schoolmaster which is at least the equivalent of that of a reasonably prudent parent and possibly a great deal higher than that. The teacher owes a duty to take care of every child in his charge; a breach of this duty with consequent injury or damage will result in a negligence action brought against the teacher.

The second principle to be borne in mind is that of "respondent superior":

the master is liable for the negligent act of his servant. To bring the abstruse maxim home, it is not only the negligent chemistry teacher who will be sued by the parents of the child who has lost her eye but also his employing school board which is vicariously liable for his acts as long as these acts are performed within the scope of his normal authority in the course of his regular employment.

It is perfectly true that by law every school board is now required to take out insurance against accidents befalling the school children and that accordingly the financial sting has been taken out of the occurrence of mishaps and accidents. These provisions should not, however, lull anyone into a false sense of security. An action will still be brought; the teacher and the school board will nonetheless be named as defendants; they will have to go to court; insurance investigators and lawyers will descend upon them from all sides; they will be cross-examined at the hands of one or more solicitors, and, if ultimately found negligent, whilst absolved from dipping into his own pockets, the teacher may have the spectre of a child's twisted foot or empty eye socket to haunt his conscience for all time.

Let me close the formal portion of this report by referring you once again to Section 374 of *The School Act* which provides that "the principal in consultation with the superintendent shall (a) allocate the duties of the teachers of his school, and (b) be responsible for the organization and general discipline of his school". The principal is not expected to be all things to all men; in being designated to this position, however, the school board as well as the ratepayers represented by the board are entitled to have an administrator who has a reasonably sound general knowledge of the legal obligations attached to his position by virtue of statutes, rules, and regulations and who is capable of exercising that degree of judgment and common sense which will satisfy the requirements of the Common Law.

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## The School Beside the Open Road

(Continued from Page 16)

and disposes of their worth. Those were the subjects brought from Babylonia, Egypt and Phoenicia by the Greeks. Their value helped to create the supreme genius of fifth-century Athens. In the Middle Ages study of them taught the relationship between men and God. Since the Renaissance they have been used to investigate the relationship between men and things.

They are the heritage of our Western culture and within themselves they carry a great importance, for the great skill that may be learned by their study is the skill to communicate. It is this skill, which, for two reasons, the Philosopher wants to put above all other studies within his school. The first: just as the skill to communicate got from those subjects at the time of the Renaissance was used to question church dogma, so today must they be studied and the skill used to protect men from becoming the slaves of science. The second: that, as men in past ages have used the great skill to inquire into the relationship between men and God and between men and things, so must it be used by each man today to lead his inquiry into what goes on inside himself and to inquire into the relationships between men and men — for men must seek a relationship not only to God, not only to things, not only to each other, but to all of those,

and for each man the relationship must be relative and different. Therefore, let the inquiring minds of our Greek progenitors be resuscitated, let the skill of communication once more prevail, so that each man may attempt to solve for himself the problems concealed within his heritage as a Western civilized man."

As Smith reached the bottom of the hill, the voice faded. At this level it was possible to see objects against the horizon glow. Smith turned to look at the looming hills. He thought of the Philosopher and his valley modelled to represent a theory of life. He thought of the Open Road, of the search, of the skill of communication. Quietly he faced around and went on his way homeward, thinking, making plans for the morrow. For him the future was full of hope.

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## Voters' List

Elections, Executive Council  
The Alberta Teachers' Association

The list of members of The Alberta Teachers' Association who are entitled to vote in the elections for the Executive Council will be published in February, 1960, in the form of a pamphlet. It will contain an alphabetical list of the names of members of the Association as registered on November 30, 1959. Teachers are requested to check it carefully to see that their names are included and, if they are not, to notify head office immediately.



# Q & A

## OUR READERS WRITE

◆ *What can a teacher do about malicious criticism?*

Try to find out who started the gossip and why the criticism was not made to you personally. If you can find even one person who has been circulating false rumors, you should inform that person that your character is your most precious possession and that because of this you will take whatever action is necessary to preserve your reputation. However, the very nature of rumormongers is such that you may find it difficult if not impossible to locate the person who started the gossip. Criticism is an occupational hazard of teaching.

◆ *If a student on safety patrol is injured, is the principal liable?*

We can't answer this question categorically, but we can say that the board, the principal, and the teachers of the school operating a safety patrol might have legal liability in the event of an accident.

◆ *I want to join the Association's car insurance plan. Please send me the forms.*

The Alberta Teachers' Association does not operate an automobile insurance plan. We have made an arrangement with an underwriter to provide a discount on regular rates to members of the Association. You can secure application forms from Trotter & Company (Alta.) Ltd., 304 Royal Trust Building, Edmonton.

◆ *Who are the members of the pension board?*

The members of the Board of Administrators of the Teachers' Retirement Fund are Mr. H. J. M. Ross, Miss Eva

Jagoe, Honorable Anders O. Aalborg, and Mr. E. E. Wickens. The staff officers are Mr. W. R. Eyres, secretary-treasurer, and Miss C. E. Berry, assistant secretary. Mr. Ross and Miss Jagoe have been nominated by The Alberta Teachers' Association to replace Mr. A. J. H. Powell who has retired from teaching and Mr. L. Olson whose term expired in June, 1959.

◆ *Would it be possible to have one of the staff officers attend our next local meeting when we discuss ethics and professionalism?*

Certainly. Just let us know when and where.

◆ *How does the Department of Education choose school superintendents?*

You should ask the Department. We can only assume that factors such as academic and professional competence, administrative ability, successful teaching experience, and ability to deal with people are among those considered before an appointment is offered.

◆ *I think that The Alberta Teachers' Association should know that some professors at the Faculty of Education are critical of the Association. What can be done about them?*

This is a free country. People—including university professors—can still say what they think. The best way to meet criticism is to listen carefully and to invite the critic to be factual, objective, and—best of all—constructive. Remember, professors have their critics also.

◆ *I think our newsletters are too long. They take too many words to say unimportant things. Besides, they're printed on long sheets that make me tired before I start to read. For heaven's sake, do something about them.*

We will.



# Cameron Commission Report

The report of the Royal Commission on Education on Education in Alberta has two parts: a majority submission containing 80 specific recommendations signed by five of the commissioners, and a minority report signed by one member of the Commission. From the time it was made public by press and radio at midnight Sunday, November 15, two of Alberta's daily newspapers have belittled the majority report.

Every professionally-minded teacher will wish to see the Cameron Commission report and judge its merits on the basis of his own examination of its contents. It is written as a unit. Each part is related to the whole. Thus, to examine the recommendations in the absence of studying the body of the report which explains and justifies them is to do violence to the unitary nature of the document. However, many recommendations apply to a single topic such as teacher education. Using a procedure of collapsing specific recommendations in a given area, with the consequent risk of distortion and the danger mentioned above in removing recommendations from context, the following emerge as major findings of concern to our Association.

**Teacher Education**—The Commission recommends that the minimum requirement for all teachers entering the profession be four years of university work, including the B.Ed. degree or its equivalent. A practical timetable is suggested for implementation, so that by 1971 all persons entering the profession would be required to possess a degree. The reader should note that the report contains 23 recommendations in the area of teacher education.

**Responsibility of The Alberta Teachers' Association** — The Commission recommends that our Association have and accept the responsibility of jurisdiction over the competence and ethics of our membership. It further recommends that our Association be responsible for making careful recommendations to appropriate bodies regarding all aspects of education.

**Payment of Teachers** — First, the Commission recommends a fourfold classification of teachers: probationary teachers, i.e., those who do not have permanent certificates; good teachers; superior teachers; and master teachers (some one to five percent



of the teaching force). The Commission then recommends for teachers with a B.Ed. degree the following scales for 1959: for probationary teachers, \$5,000 to \$6,000 in two experience steps; for good teachers \$5,000 to \$8,200 in five experience steps; for superior teachers (to be merit rated as such) four additional merit steps to \$10,600; and for master teachers, a maximum of \$14,500. A whole chapter and 17 recommendations are devoted to payment of teachers. A careful study of this chapter and even surrounding chapters is necessary to grasp the full portent of the recommendations.

**Teaching Methods** — The Commission recommends that the choice of teaching methods be a prerogative of teachers and that curriculum authority of the Department of Education be limited to matters of course objectives and content. Speaking of the trio of content, organization, and method, the Commission recommends that only the first be controlled by departmental edict.

**Increased Time for Instruction** — The Commission recommends lengthening the school day in the junior and senior high school, and inservice education without remuneration and on teachers' own time. It further recommends that our Association take the initiative in reassessing the obligation of teaching personnel to give service beyond the ten-month period and in re-examining inservice education activities so that they do not reduce the school day or the school year.

**Accreditation and Local Autonomy** — The Commission recommends accredited school systems, and for systems which are not accredited, the possibility of accredited schools within the system. The report indicates that the Edmonton and Calgary systems could be accredited forthwith. The criteria for accreditation are not specified, nor are the privileges. Since one of the Commission recommendations is that Grade IX and Grade XII examinations be continued for all schools, it is clear that complete local autonomy is not contemplated in the Commission recommendations.

The report is worthy of consideration, study, deliberation, and decision. It should be judged by teachers only after such a scholarly procedure has been followed.

*Stanley Clarke*



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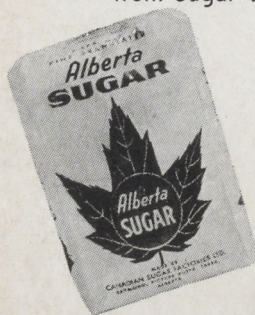
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